

DISTRICT TRANSPORTATION REQUIREMENTS

SCHOOL BUS REGULATIONS

Bus transportation is a privilege. Any violation of the following rules may be cause for suspension of this privilege.

1. Be on time. The driver has been instructed not to wait for you. Wait for the bus on the side of the road; do not fool around or play while waiting for the bus.
2. Line up before entering the bus and wait for the bus to stop before boarding or leaving the bus.
3. If you cross a highway to board or get off a bus, do not do so until the bus driver signals that all is clear and that you may cross the highway. Always cross in front of the bus.
4. Remain seated while the bus is in motion. Our buses may be equipped with video recording equipment to document unsafe behavior.
5. Pupils getting on the bus first in the morning should sit in the back seats. Those getting off last at night should sit in the rear of the bus. Driver may assign seats.
6. Conversation with the bus driver is not to be carried on while the bus is in motion.
7. Keep head, arms and hands inside the bus.
8. Use of vulgar language and loud or indecent talk is prohibited.
9. Smoking in the bus is prohibited.
10. Eating in the bus is prohibited.
11. Leave and enter the bus only at the entrance door except in case of emergency. Emergency exit drills will be conducted during the school year in order to acquaint children with the possible exits in case of emergency.
12. Obey the bus driver at all times.
13. Students taking part in school activities that require bus transport must ride the bus going to the affair and must ride the bus on the return trip. No permission will be granted to ride in another conveyance, with the following exceptions:
 - a. Where consent of parent is secured ahead of time in writing.
 - b. Where parents request and receive such permission, in person, from the principal of the school where the child attends.
 - c. Where the teacher in charge of the activity grants such permission upon written or personal request of the parent. When any of the actions (a through c) are taken, the bus driver concerned shall be notified of the change in writing.

ROUTING, SCHEDULING, AND BUS STOPS

Bus routes are established to ensure the safety of our students. Whenever possible, main highways and dangerous intersections are avoided for safety. Buses do not go into courts, cul-de-sacs or dead-end streets to pick up or drop off students. There are a few approved exceptions for buses that can safely enter and exit without the need to back up.

Bus stops are centrally located so that they are accessible to many children. Stops can be up to 3/4 mile from your home. Because of bus schedules, school starting times and other factors, the number of bus stops must be limited for each route. Placement of stops must be accomplished according to guidelines that include safety, accessibility, distance and routing. The complexity of our program does not allow for door-to-door pickups, a stop on every corner, or a stop within sight of your home. Please accompany your child to and from the bus stop. It is the parent's responsibility to ensure the safety of their children to and from the bus stop.

CAMERAS ON SCHOOL BUSES

Cameras may be used on school buses transporting students to and from school, extracurricular activities and athletic events.

TRANSPORTATION ELIGIBILITY POLICY

Grades K-2 – All children.

Grades 3-8 – Children residing more than 3/4 mile from student's home to school.

Grades 9-12 – Children residing more than 1 mile from student's home to school.

Private/Parochial School – Children residing within 15 miles from the school they attend.

PRIVATE/PAROCHIAL SCHOOL TRANSPORTATION REQUESTS

Parents requesting transportation to private or parochial school for the upcoming school year must submit their request prior to April 1 of this year. Request forms are available from the transportation office (266-5400 x435) or can be printed from the district website "forms" link.

PHILOSOPHY OF EDUCATION

The Elwood School District is a component of society and, as such, reflects the morals and values of that society. Each individual school in the district is an integral part of a larger school/community encompassing its surrounding area. The education of the students has a direct impact on this society and community, and the community and society have a direct impact on the educational process.

The basic purpose of the Elwood School District is to assist each child to achieve full intellectual and social development consistent with his or her capabilities.

We consider this effort to be a partnership among parents, children, religious institutions, community and schools – each with a vital role in this important process. Ideally, each graduate of the Elwood Public Schools will be equipped with the judgment, knowledge, skills and attitudes to go on to the next step in the maturation process educationally, socially, politically, aesthetically, creatively and morally – and to relate in a constructive way to society and to the environment of our world today and tomorrow.

DISTRICT STRATEGIC PLANNING COUNCIL MISSION STATEMENT

The Elwood Public Schools serve a diverse community and value the unique skills and qualities of all our students from kindergarten through senior year.

Our mission is to provide an excellent educational experience that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society.

We invite the entire Elwood community to join us on this journey.

ATHLETIC PHILOSOPHY & POLICY GUIDELINES

The district has adopted comprehensive Athletic Philosophy & Policy Guidelines. A complete copy is available at the District Office, in each of the school buildings and in the Athletics Office.

ASBESTOS NOTIFICATION

The Elwood Public School District has complied with the Asbestos Hazard Emergency Response Act, AHERA [40 CFR 763.85 (E) (B)], by completing the following requirements:

1. Reinspecting all buildings and spaces for all asbestos-containing building materials.
2. Sampling previously untested building materials suspected of containing asbestos.
3. Updating the Management Plan.

The reinspection results and the Updated Management Plan are available for review in the main office of each building or the Superintendent of Buildings and Grounds Office located in the middle school.

GENERAL INFORMATION

REGULAR SCHOOL HOURS

	Grades	Hours
Elwood/John H. Glenn	9-12	7:26 A.M. – 2:36 P.M.
Elwood Middle School	6-8	8:19 A.M. – 3:02 P.M.
James H. Boyd	3-5	7:55 A.M. – 2:15 P.M.
Harley Avenue	A.M. KDG N	9:20 A.M. – 11:50 A.M.
	P.M. KDG N	1:10 P.M. – 3:40 P.M.
	1-2	9:20 A.M. – 3:40 P.M.

Under no circumstances should children arrive at school earlier than 15 minutes prior to starting time. There is not adequate supervision and the district cannot assume responsibility for the welfare of the students.

EMERGENCY SCHOOL CLOSINGS

When schools are to be closed due to inclement weather, the entire district is closed for afternoon and evening activities. A phone call will be generated via School Messenger to each household regarding the closure. Announcements will be posted on our website: www.elwood.k12.ny.us. It will also be broadcast on **Cablevision Channel 12**, WNBC-TV Channel 4, Fios News and the following radio stations:

AM Stations
WCBS 880
WALK 1370

FM Stations
WALK 97.5

In addition, you may call the District Office at 266-5400 after 6:30 A.M. Parents of students who attend private/parochial schools, BOCES or other special schools are advised that transportation is not provided when Elwood schools are closed.

VISITORS

Visitors should go directly to the greeter's desk to report their presence and reason for being in the building. This request is made to aid you, to prevent interruption of classes and to prevent unauthorized individuals from entering our schools.

CHILD LABOR LAWS

School districts in New York State are responsible for issuing employment certificates to qualified applicants. Labor and education laws limit working hours for young people 14 to 17 years old on school days and days when school is not in session. Under the laws, minors 14 and 15 years of age may work up to 3 hours on any day preceding a school day and up to 8 hours on any day before a non-school day; the law also prohibits 14 and 15-year-olds from working past 7 p.m. during the school year.

Minors 16 and 17 years of age may work up to four hours on any day preceding a school day and cannot work past 10 p.m. when school is in session.

These rules are intended to strengthen labor law protection for working minors and to recognize that a student's primary responsibility is to receive an education. Additional information on child labor laws can be obtained from your child's guidance counselor or the school nurse.

STANDARDS OF CONDUCT FOR EMPLOYEES AND STUDENTS IN A DRUG-FREE AND ALCOHOL-FREE SCHOOL ENVIRONMENT

The district is committed to making every effort to have a drug-free and alcohol-free school environment. In furtherance of this commitment, the district has adopted, in conjunction with its drug-free school environment policy, a "standards of conduct" policy for employees and students as follows:

1. The manufacture, distribution, dispensation, possession, and/or illegal use of controlled substances and alcohol by employees and students on school premises are prohibited.
2. The use of controlled substances and alcohol by employees and students prior to attending school that results in the intoxication of the employee and student while on the school premises is likewise prohibited.
3. Employees who feel that their work performance may be affected by prescribed medication are encouraged to report potential side effects to their supervisor.
4. Employees and students requesting aid and guidance in alcohol and drug abuse resolution will be dealt with on a confidential basis. Help for employees shall be made available by means of referrals to the Employee Assistance Program (EAP). Help for students will be provided through

school support systems and referral to appropriate drug and alcohol rehabilitation programs.

5. Compliance with the "standards of conduct" is mandatory.
6. Sanctions consistent with local, state and federal law, including possible termination of employment, expulsion and referral for prosecution, will be imposed on employees who violate the "standards of conduct."

WEAPONS IN SCHOOL

No student shall bring a weapon on any portion of the premises of a school property owned or controlled by the Elwood School District. For purposes of this policy, a weapon is defined as a shotgun, rifle, pistol, firecracker, revolver, knife, bomb, grenade, explosive, gas, dangerous chemical, firearm muffler, firearm lancer or any other device capable of inflicting bodily harm.

RELEASE OF DIRECTORY INFORMATION UNDER THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Unless objection to any of the specific items in the following "Directory Information" is submitted in writing by parents, legal guardians, or by those students over the age of 18 years, the Elwood School District herewith gives notice of intention to provide, release or publish in the district newsletter or bulletin, school or student newspapers, magazines, yearbooks or other publications, website, daily or weekly newspapers, athletic programs, musical, theatrical or award programs, news releases, videos and school-related organizations any or all of the following directory information pertaining to students as may be appropriate under the circumstances: the student's name, parents' names, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.

Under the regulations of this act, parents, guardians or students over the age of 18 who do not desire the release of any of the above directory information must make a specific request in writing to the superintendent by September 1 of each year. Failure to make such a request shall be deemed consent to release, provide or publish the directory information during the school year covered by this calendar.

GENERAL INFORMATION

KINDERGARTEN REGISTRATION

The Elwood School District invites residents to register eligible kindergarten children. A child must be five (5) years old on or before December 1 to be admitted to kindergarten in September. At the time of registration, the parent/guardian of a prospective student is required to present the following:

1. Proof of date of birth (original birth certificate or baptismal certificate);
2. Record of immunization and health certificate from a licensed physician;
3. Proof of residency (current property tax bill or deed, **and** three other documents containing your name and address, e.g., utility bill, pay stub, bank statement, etc.);
4. Proof of guardianship/custody, if applicable.

Registration will be held in January. Times, dates and locations are listed on the district calendar. Please call 266-5400 ext. 453 to obtain further information.

TITLE IX AND SECTION 504 COMPLIANCE

In accordance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Elwood School District does not discriminate on the basis of race, color, national origin, religion, age, disabilities or gender in its educational programs or employment.

These policies of non-discrimination include the following areas: recruitment, hiring and promotion of employees; rates of pay or other forms of compensation and other fringe benefits; access to course offerings, educational programs and other activities; and counseling services to students.

Coordination of activities relating to compliance with Title IX is the responsibility of the assistant superintendent for human resources. This official will provide information, including complaint procedures, to any applicant, student or employee who feels that his or her rights under Title IX or Section 504 may have been violated by the district or its officials.

The Board of Education has established policy that prohibits discrimination of individuals with disabilities, including students and staff. The district has established

Section 504 Committees in each of its schools and, in accordance with the requirements of Section 504, has identified Assistant Superintendent for Curriculum Dr. Ellen Best-Laimit as the Section 504 Compliance Officer. If you believe that your child has a disability that substantially limits a major life activity, please contact your child's principal.

IDENTIFICATION AND EDUCATION OF CHILDREN WITH DISABILITIES

Federal legislation (PL94-142) ensures that all children with disabilities have available to them a free, appropriate public education, which includes special education and related services designed to meet their unique needs.

Part 200 of the Regulations of the Commissioner of Education states, in part, "When a Board of Education is notified in writing by a child's parents or guardians, by a professional staff member of that district, or by a licensed physician that there is reason to believe that such child may possess a disabling condition which would require the provision of special educational services, the Board of Education shall provide for a determination of eligibility and classification for the pupil's placement in an appropriate special education service or program."

In keeping with the federal and state regulations, the school district has formulated an outreach program that annually shall:

1. Attempt to identify and locate every qualified person with a disabling condition residing within the school district who is not receiving a public education; and
2. Notify such persons or their parents of the right to a free, appropriate education.

The school district has, through its Committee on Special Education (CSE), formulated evaluation procedures for the best placement of persons with disabling conditions in educational programs. To the maximum extent possible, such placement shall be in the regular educational environment. Such procedures also shall require periodic reevaluations and a process for appeal by which a person with disabilities or his or her parents can have placement they object to reviewed in accordance with applicable state law.

In addition to the CSE, the Elwood School District's Board of Education has established a Committee on Preschool Special Education (CPSE). The committee consists of a professional employed by the district, a parent of a child with a disabling condition, a professional who participated in the evaluation of the child, a certified or

licensed professional from the county and a certified or licensed professional designated by the agency (if any) charged with the responsibility for the child in the birth to two-year-old system. The Committee on Preschool Special Education (CPSE) would recommend placement for the three and four-year-old children with disabling conditions in much the same way that the district's Committee on Special Education (CSE) recommends placement for older children.

Upon completion of an evaluation, the district will conduct a CPSE meeting. The purpose of the meeting would be to determine if the child has a disabling condition and, if so classified, make a recommendation for special education services. The recommendation would address the concerns that prompted the initial referral and should focus entirely on the needs of the child.

If you would like additional information regarding the Elwood School District's Committee on Preschool Special Education and Committee on Special Education, you may contact the director of special education at 266-5437.

SIGN LANGUAGE INTERPRETERS FOR DEAF PARENTS

The Elwood School District has the responsibility to provide sign language interpreters for deaf parents at parent conferences with teachers or administrators or other pertinent conferences and meetings. When parents indicate their preference for a sign language interpreter, the district will attempt to provide interpreters who have training and experience in interpreting or who meet other recognized standards. Requests should be made through Elwood's director of special education at 266-5437.

HEALTH SERVICES

New York State Education Law requires a medical examination of children on entrance to school and at grades 2, 4, 7 and 10.

While a school medical examination is available to students in the above grades, we believe that it is in the best interest of your child's overall health to have this examination performed by your family physician, who has your child's history available and is able to administer the necessary immunizations.

An annual medical examination is recommended for all students.

The nurse in each school is available for consultation during school hours. Don't hesitate to call if the nurse can be of help to you in any way.

HEALTH INSURANCE PROGRAM

Child Health Plus provides affordable primary and preventative health insurance for New York's uninsured or under-insured children up to age 15. Children who are not enrolled in Medicaid or who don't have equivalent insurance and whose families meet federal poverty-level income guidelines are eligible. For additional information on health insurers' plans, you may contact the school nurse.

IN CASE OF ILLNESS

If a student becomes ill in school, the nurse will call the parent and request that he or she come to school to take the student home. This applies to walkers or high school students who operate cars, as well as students who are bused.

If the parent cannot be reached, the emergency contact, as specified by the parent, will be called to come for the student.

If neither the parent nor emergency contact can be located, the child will be kept under observation by the nurse until such time as the parent can be reached or a physician's advice is obtained.

IN CASE OF ACCIDENT

In case of an accident, first aid will be administered by the nurse, and the parent will be contacted.

1. In the event of a severe accident and a member of the family is unavailable, 911 will be called for hospital transport.
2. If hospitalization is indicated, parental consent will be sought before action is taken, if possible.
3. School personnel are authorized by state law to give first aid only.

FIRST AID

First aid is the immediate and temporary care following an injury or sudden illness that is administered until the child can be placed under parental or professional care.

MEDICATION DURING SCHOOL HOURS

Only those medications that are necessary to maintain the student in school and must be given during the regular school day or while participating in a school-sponsored activity should be administered. The nurse or those under the supervision of the nurse may administer medication to students. Medication may be administered under the following conditions: the medicine may be administered if it is in a bottle labeled by a pharmacist with the pupil's name,

dosage and frequency; a written order is obtained from the physician identifying medicine, dosage and frequency; and a note from the parent is received giving the school/nurse permission to medicate. Note: Medication includes both prescription and nonprescription drugs.

Students may be allowed to self-administer their medication, e.g., an asthmatic who needs to utilize an inhaler, depending on the severity of their health problems and upon a doctor's order that the student be allowed to carry and self-administer the medication, along with a parental request that the doctor's order be complied with.

VISION & HEARING TESTS

Vision screening is performed for each pupil in grades K, 1, 2, 3, 5 and 10. Hearing screening is performed for each pupil in grades K, 1, 3, 5, 7 and 10.

If a visual or hearing problem is suspected, a school referral form will be sent home. The parent should have the findings evaluated by a specialist and send the completed form back to the nurse.

EARLY DISMISSAL

A pupil who wishes to leave school before dismissal time must first bring a note from his/her parent stating the reason for the request. **This note is to be brought to the school office before the beginning of the school day. Only those pupils whose requests receive the written approval of the administration may leave early.** Business, driving permit, physician and dental appointments should be scheduled outside of school time whenever possible.

PSYCHOLOGICAL SERVICES

A school psychologist is a psychologist whose education and training include the study of psychological science concerned with young children, school-aged children and adolescents.

School psychologists provide a range of services. These consist of direct and indirect services that require involvement with the entire educational system: the students, teachers and administrators, and with families, community and regional agencies, and resources which support the educational process. Services may be provided at an individual, group or family level. The intent of any service is to promote and facilitate learning.

Referrals for school psychological services can be made by teachers, administrators and by students themselves. Questions about such services can be directed to the individual school psychologist or the building principal.

FOOD SERVICE PROGRAM

The Elwood School District believes that one of the most important ways to help children perform in school is to provide the nutrition necessary for the healthy growth of their minds and bodies. Therefore, we provide breakfast and lunch in all schools.

We invite all students to show their support for their school Food Service Program through frequent participation. Students may buy lunch and/or breakfast at reduced prices in each of our schools.

Children from households that meet federal income guidelines are eligible for a free or reduced-price lunch and breakfast.

Applications will be sent home with students on the first day of school and are available on the schools' websites. Additional applications may be acquired at the nurse's office of each building. Foreign language applications are also available. A family may apply for free or reduced-price meals any time during the school year.

For students who are considered disabled and whose disability restricts their diet, schools may provide reasonable accommodations. Substitutions must be supported by a statement signed by a physician attesting to the need for the substitution and recommending alternate foods.

STUDENT INSURANCE

The Elwood School District provides limited "excess" insurance coverage for all students when they are engaged in supervised school-sponsored activities.

REPORT CARDS

All the schools in the district report student progress for grades 1-12 once each quarter. The reports are designed to interpret the student's progress in academic fields as well as his or her development as a person and a citizen.

Parents are urged to discuss the reports with the student and, in cases where the student has done poorly, try to determine the reason and request an appointment with the student's teacher to discuss the situation. Parents of students in the secondary schools who are doing poor work in more than one area should contact all the teachers concerned and the guidance counselor. The ends of the marking periods are listed in the body of the calendar.

FEDERAL FAMILY EDUCATION RIGHTS AND PRIVACY ACT

In accordance with the regulations in the above act, the Board of Education has adopted policies and procedures

to provide for the inspection and review of student school records by parents or legal guardians of a student under 18 years of age or a student over 18. A copy of this policy is available for perusal at all school offices or the District Office.

WHEN A QUESTION ARISES

Your Board of Education has always encouraged direct parent-teacher communication as being most helpful to the children of the district.

If you have a question, comment or complaint about your child's education, it should be brought first to your child's teacher.

If you are not satisfied with the results at that level, you should discuss the matter with the principal of the school your child attends.

If this doesn't produce a satisfactory solution, you are free to contact the District Office.

If you are unable to arrive at an agreement at the District Office level, you may petition the Board of Education.

All of us – teachers, principals, superintendent and your Board of Education – are employed, appointed and elected to help you. It is to your benefit, and to your child's benefit, to take full advantage of each level of communication. Most matters are usually resolved by a quiet discussion between parent and teacher. This strengthens the understanding and appreciation of the role of each, so please use each level in order as indicated.

ATTENTION

STUDENT-ATHLETES AND THEIR PARENTS

Before any student will be permitted to participate in the interscholastic program of the secondary schools – both middle and high schools – a physical examination must be taken and the student approved for participation.

NO STUDENT WILL BE PERMITTED TO PRACTICE OR PARTICIPATE UNTIL THE REQUIRED PHYSICAL HAS BEEN COMPLETED. THERE WILL BE NO EXCEPTIONS TO THIS REQUIREMENT AND ALL COACHES HAVE BEEN INSTRUCTED TO RIGOROUSLY ENFORCE THIS POLICY. To participate in extracurricular activities,

a student must attend school on a regular basis. Specifically, the student must attend school on the day of an extracurricular contest/event or else he/she will not be able to participate that day.

DRUG AND ALCOHOL POLICY

All states make illegal the preparation, sale, possession, transportation and use of narcotics and dangerous drugs. Violations of the laws governing narcotics, drugs and alcohol by students under the jurisdiction of our schools will be dealt with in an appropriate fashion. Any student who engages in these illegal acts will be liable to the penal laws and to the disciplinary procedures of the school. The school has a responsibility for the protection and safeguarding of all its students.

Any student having difficulty and in need of assistance in the area of drugs and narcotics is encouraged to seek aid from staff members.

Students who bring drugs and narcotics into the school building for personal use or distribution are subject to both school discipline and penal action.

IF A STUDENT IS DENIED A RIGHT

If a student or his/her parent believes that the student is being improperly denied participation in any educational function in the Elwood School District, or that the student is being subjected to an illegal rule or standard, the matter should be discussed promptly with the teacher, supervisor, coach or school official in charge.

If a parent feels that after such discussion he/she has been deprived or refused some basic right or has been or is being subjected to some injustice, he/she should make a direct appeal to the principal or unit head for review of the problem.

Parents are always welcome to discuss such questions with the director or supervisor of the activity. After a complete review and discussion with the personnel in the foregoing channels, if the parent and child still feel that there is a denial of a basic right, they should outline in writing the alleged denial to the superintendent and request a meeting on the matter.

RIGHT TO KNOW

Parents of students assisted through Title I who wish to request information on staff certification may do so by filling out a request for information form available in the Office of Human Resources.

HOW PARENTS CAN ASSIST THE SCHOOL

A child's parents or guardians and the school share the responsibility for establishing an educational climate that will encourage each child's maximum growth.

As the parent looks to the school to provide the facilities and the personnel that are essential to the child's proper development, the school looks to the parent to assume certain obligations that cannot be delegated to others.

No school can be fully effective in teaching the commonly accepted virtues of honesty, respect for authority, consideration for the rights and property of others and adequate standards of personal morality and integrity unless the basic principles have been established and are held in sufficiently high regard in the home.

If the parents have confidence in the school and cooperate with its programs and if they show respect for the sincerity and integrity of its teachers and actively support their authority by appropriate action in the home, this is quite likely to be reflected in wholesome attitudes on the part of their children.

There are specific, as well as general, areas in which you can assist the school and your child:

1. By taking an interest in your child's work and by encouraging maximum effort, and by not establishing goals which are beyond the child's ability to attain.
2. By becoming acquainted with the school, its program and its staff through scheduled teacher conferences, attendance at "Parents' Night" programs and participation in PTA affairs.
3. By providing adequate supervision over study habits, the meeting of school obligations, health habits and recreational activities.
4. By cooperating with and supporting teachers who find it necessary to contact you regarding your child's

progress or problems he or she may be having in school.

5. By timing your vacations, where possible, to coincide with periods when the schools are closed – and by notifying the school if you expect to be away from home and your child is to be left with others.
6. By making your child understand that school is the pupil's business and that regular and punctual attendance is expected, as is appropriate dress.
7. By obtaining firsthand information on district policies and school regulations from such sources as the handbooks which are distributed to the students in the secondary school.

PESTICIDE APPLICATION NOTIFICATION

The Elwood Union Free School District periodically applies pesticides in and around buildings of the district. In accordance with Article 33, Title 10 of the New York State Environmental Conservation Law, the district shall maintain all records regarding the substances being provided, any warnings pertinent to the protection of humans, animals or the environment, and the identification of the applicator, including name, address and registration.

Further, notification shall specifically be made, in writing, to all property owners within 150 feet of school property. The district will also notify, in writing, any other persons requesting notification 48 hours prior to application of pesticides. Requests to receive prior notification may be made by contacting Assistant Plant Facilities Administrator, Richard Rouse, at 631-266-5426.

HOME INSTRUCTION

Pupils who are unable to attend school for an extended period of time due to illness or accident are eligible for limited home instruction by a tutor provided by the Board of Education when it is possible to supply such service. Parents must submit a doctor's note to the school nurse stating that the student will be absent at least two weeks from the time the note was received.

ENGLISH AS A SECOND LANGUAGE (ESL)

The purpose of the ESL program is to ensure that all English Language Learner (ELL) students acquire the English language. This instruction is provided by certified ESL teachers who use methods and techniques

designed to teach a second language. Parents will be notified if their child is eligible to participate in a language instruction educational program.

STUDENT ACCIDENT INSURANCE

The children in the Elwood School District are covered under a limited coverage school-time plan of insurance against accidental injury. Any student who has an accident in a school building or on the school grounds must file a report with the school nurse.

CARE OF BUILDINGS

The maintenance of the interior and exterior of our district buildings and grounds is a cooperative effort involving the district employees, parents and residents of the district. Every effort is exerted to maintain our buildings and to prevent vandalism, both during school hours and when school is not in session. However, no amount of security precautions can be effective without the continued vigilance of parents and residents, particularly on weekends or at other times when the schools are not open.

A concerted effort is made to prevent unnecessary and costly vandalism from damaging our facilities. Please call Assistant Plant Facilities Administrator Richard Rouse at 631-266-5426 to report vandalism or other incidents in or on any school property.

USE OF SCHOOL FACILITIES

The Board of Education wishes residents of the district to have the benefit of the use of school facilities in after-school hours insofar as this is feasible without interfering with the regular school program. Thus, the district's buildings and grounds are used for many activities which are educational, cultural, recreational and civic in nature, and which are primarily for the benefit of district residents.

An application form for use of schools is available in the principal's office of each building.

- Organized groups may use school facilities only after completion of the application and approval of usage.
- All outside playgrounds are closed after dusk.
- School playgrounds, parking fields, tracks, fields and tennis courts are closed to the public when

school is in session.

STUDENT ACCESS TO INTERNET AND NETWORK RESOURCES

All students who are enrolled in the Elwood Union Free School District will enjoy the privilege of having access to the Internet and network resources, providing that they comply with the district's Acceptable Use Policy and Board Policy 4526.1 and 4526.1-R.

As a parent or guardian, you have the right to deny your son or daughter access to Elwood Union Free School District Internet and network resources. Parents or guardians may submit such written request to:

Elwood Union Free School District
Office of Instructional Technology
Attention: Gene Tranchino
100 Kenneth Avenue
Greenlawn, N.Y. 11740

PRESCHOOL PROGRAM

SCOPE Education Services runs a preschool program for four-year-olds in the Elwood School District. A morning and afternoon session are offered four days a week, from Monday through Thursday, from September through June in accordance with the Elwood School District calendar. The morning program is from 9-11:30 a.m. The afternoon program is from 12:30-3 p.m. Please contact SCOPE at 631-360-0800, ext. 133 for further information.

BEFORE AND AFTER-SCHOOL PROGRAMS

ElwoodCare provides before and after-school programs for Elwood students from kindergarten through sixth grade. For Harley students, care is provided at Harley from 7 - 9:15 A.M. and from 3:35 - 6 P.M. A kindergarten enrichment program will be available from 9:20 A.M. - 1 P.M. (for P.M. kindergarten students) and from 11:55 A.M. - 3:30 P.M. (for A.M. kindergarten students). For Boyd students, care is provided at Boyd from 2:10 PM - 6 PM. For sixth-graders, care is provided at the middle school from 3:05 - 6 P.M. For further information, call ElwoodCare at 266-1894.

CODE OF CONDUCT (Abbreviated Version)

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

The district has a longstanding set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. An orderly and stimulating learning environment is dependent upon a sustained and cooperative effort on behalf of students, parents and staff.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct and ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

It is important that you and your child be aware that serious violations of the Code of Conduct will result in disciplinary action and may result in suspension and referral to the superintendent of schools for further disciplinary action.

A complete copy of the entire Code of Conduct is available for review at your child’s school or on the district’s website at www.elwood.k12.ny.us.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

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:

- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.

Student Responsibilities

All district students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused, and be in class on time and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- Work to develop mechanisms to control their anger.
- Ask questions when they do not understand.
- Seek help in resolving problems that might lead to discipline.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor and sportsmanship.

PROHIBITED STUDENT CONDUCT

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

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

Students may be subject to disciplinary action, up to and including suspension from school, when they engage in conduct that is:

- Disorderly
- Insubordinate
- Disruptive
- Violent
- Endangers the safety, morals, health or welfare of others
- Inappropriate on a school bus
- Illegal
- Academically inappropriate

Reporting Violations:

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, building principal or his/her designee.

The principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of the school. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. As a general rule, discipline will be progressive.

DISCIPLINARY PENALTIES AND PROCEDURES

Penalties:

Students who are found to have violated the district's Code of Conduct may be subject to the following range of penalties, either alone or in combination:

- Oral warning – any member of the staff.
- Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teaching assistants, security aides or any other staff member.
- Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers and principal.
- Detention – teachers, principal, superintendent.
- Suspension from transportation – coordinator of transportation, principal, superintendent.
- Suspension from athletic participation – coaches, principal, superintendent.
- Suspension from social or extracurricular activities – activity director, principal, superintendent
- Suspension of other privileges – principal, superintendent.
- In-school suspension – principal, superintendent.
- Removal from classroom by teacher – classroom teacher.
- Short-term (five days or less) suspension from school – principal, superintendent, Board of Education.
- Long-term (more than five days) suspension from school – principal, superintendent, Board of Education.
- Permanent suspension from school – superintendent, Board of Education.

Procedures:

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

version of the facts to the school personnel imposing the disciplinary penalty.

Students who are given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights that are further specified in Board policy.

MINIMUM PERIODS OF SUSPENSION

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year.

Any student, other than a student with a disability, who is found to have committed a violent act, shall be subject to suspension from school for up to five days.

Any student, other than a student with a disability, who is repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom **may be removed from class by the teacher and will be suspended from school for up to five days following the fourth removal.**

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behaviors. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

DEFINITIONS

For purposes of this code, the following definitions apply:

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

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

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School function” means any school-sponsored extracurricular event or activity.

“Violent student” means a student under the age of 21 who:

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits, while on school property or at a school function, an act of violence upon another student or any other persons lawfully on school property or at a school function, or attempts to do so.
- Possesses, while on school property or at a school function, a weapon.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

“District staff” means any individual appointed by the Board of Education to provide a service to the district.

ATTENDANCE

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to reduce the current level of unexcused absences, tardiness and early departures (referred to in this policy as “ATEDs”), encourage full attendance by all students, maintain an adequate attendance record keeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

Notice

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of noncompliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented.

- The attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents will receive a plain language summary of this policy by mail at the start of the school year. Parents will be asked to sign and return a statement indicating that they have read and understand the policy.
- When a student is absent, tardy or leaves early from class or school without excuse, designated staff member(s) will notify the student’s parent(s) by phone and mail of the specific ATED, remind them of the attendance policy and review ATED intervention procedures with them.
- A back-to-school event will be held at the beginning of each school year to explain this policy and stress the parents’ responsibility for ensuring their children’s attendance.
- School newsletters and publications will include periodic reminders of the components of this policy.
- The district will provide a copy of the

attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment.

- All faculty and staff will meet at the beginning of each school year to review the attendance policy and to clarify individual roles in its implementation.
- Copies of this policy will also be made available to any community member, upon request.

EXCUSED AND UNEXCUSED ABSENCES

Excused Absences, Tardiness and Early Departures (ATEDs) are defined as absences, tardiness and early departures from class or school due to the following:

- Illness of the student with a written note signed by a doctor or by the student’s parent/guardian.
- Death in the family with a written note signed by the student’s parent/guardian.
- Critical family illness with a written note signed by the student’s parent/guardian.
- Court summons with a written note signed by the student’s parent/guardian.
- Work/study programs, exams, college visits or school-related services with a written note signed by the student’s parent/guardian.
- Observance of a religious holiday with a written note signed by the student’s parent/guardian.
- State emergency
- Snow day/impassable roadways as declared by the district.
- Suspension
- Home instruction
- Health care appointments that cannot be scheduled outside the school day, upon written request, signed by the student’s parent/guardian.
- Government appointments that cannot be scheduled outside the school day, with a written note signed by the student’s parent/guardian.

ALL OTHER ABSENCES, TARDINESS, AND EARLY DEPARTURES (ATEDs) WILL BE CONSIDERED UNEXCUSED ABSENCES.

General Procedures/Data Collection

- Attendance for:
 - (a) pupils in nondepartmentalized kindergarten through grade eight shall have their attendance recorded once per school day; and
 - (b) pupils in grades nine through twelve or in departmentalized schools at any grade level shall have their presence or absence recorded in each period of scheduled instruction.
- At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated staff member(s) responsible for attendance.
- Measures for addressing student attendance issues include, but may not be limited to, parent notification by teachers, contact by other designated school personnel (attendance clerk, guidance counselor, dean, administrator), requests for parent meetings and referrals to appropriate agencies.
- Contact and requests may be made by one or multiple sources such as: phone, email, letter, certified letter, meetings and personal home visits.
- The nature of an ATED shall be coded on a student’s record.
- Student ATED data shall be available to and should be reviewed by the designated school personnel in an expeditious manner.
- 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.
- Attendance data will be analyzed periodically to identify patterns or trends in student absences.
- Where consistent with other school practices, teachers and staff shall detain students in the hallways who are absent from a class period without excuse and refer the students to the

building principal.

- Continuous monitoring will be conducted to identify students who are absent, tardy or leave class or school early.

Attendance Incentives

The district will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. For example:

- Monthly lottery drawings to award prizes for perfect/substantially improved attendance.
- An attendance honor roll.
- At the classroom levels, teachers are encouraged to assign special responsibilities (distribute and collect materials, lead groups, assist the teacher, etc.) to students who may need extra motivation to come to school.
- Other age-appropriate incentives, developed at the building level, to promote attendance.

Disciplinary Consequences

Unexcused ATEDs will result in disciplinary action consistent with the district's code of conduct. Those penalties may include, for example, detention or in-school suspension. Students may also be denied the privilege of participating in or attending extracurricular events. Designated staff member(s) will contact the student's parents and the student's guidance counselor. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

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 his or her performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs will affect a student's class participation grade for the marking period.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips) may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Annual Review

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

Board Designation and Control of Access to the Attendance Register

The Board of Education shall designate a teacher or other individual responsible for supervising the register of attendance. In each building, the principal shall assign a person or persons to make all entries in the register. Only those persons so designated shall have authorization and access to make entries in the register, and they shall appropriately verify entries by oath or affirmation. The principal shall, each year, review the register of attendance.

Board of Education Policy 5100

Adopted: April 15, 2010

ELWOOD-JOHN H. GLENN HIGH SCHOOL ATTENDANCE-ACHIEVEMENT PROCEDURE Administrative Regulation 5100-R INTRODUCTION

The Attendance-Achievement Procedure is an adaptation of work by the Elwood-John H. Glenn High School Discipline Committee, the high school administration, dialogue with district administration and input from the Board of Education Policy Subcommittee. It is our strong feeling that this procedure is essential in helping to meet the educational goals and needs of students. By establishing attendance and achievement requirements, the school district is affirming that students are to be held accountable for their individual actions and that tardiness, class cutting, excessive absenteeism and truancy will jeopardize their successful completion of a course and their successful completion of state learning standards. The Attendance-Achievement Procedure acknowledges the role and responsibility of the school to provide a quality education for each individual and encourages a value system designed for success in the world of work and in all future endeavors. It will also serve as a Response to Intervention (RTI) for attendance.

Elwood-John H. Glenn High School is not alone in addressing this critical problem. Most school districts on Long Island, and in other areas of New York State, have adopted attendance policies. The importance that a school places on student attendance directly affects school tone and the learning environment. The fact that there is a direct correlation between student attendance and achievement clearly demands a minimum standard for awarding academic credit.

Class cutting regulations are included as an indispensable part of our plan to improve overall class attendance and to reduce the amount of class cutting. It is with this in mind that we have developed these regulations in order to communicate the high value we place on class instruction and also to serve

as a deterrent to cutting classes. The cut regulations are clearly integrated within the framework of the Attendance-Achievement Procedure and are necessary in order to achieve the broader objectives.

The specific objectives of the Attendance-Achievement Procedure are as follows:

- To formally define and stress the educational process as being dependent upon classroom teacher-student interaction.
- To increase student attendance (schoolwide) and maintain a minimum 85 percent class attendance requirement to be eligible for credit.
- To further discourage lateness and cutting through prevention as well as intervention.
- To make students more responsible and accountable for their behavior.
- To create clear and specific consequences for inappropriate behavior that will be supported at all levels of the district.

Below is a brief summary of the procedure:

In order to earn course credit, a student in Elwood-John H. Glenn High School is to be in attendance for at least eighty-five percent (85%) of class meetings. Only unexcused absences will be considered in this requirement. Therefore, 28 (a maximum of 14 per semester) unexcused absences from a particular class, except physical education, during the school year would constitute the maximum number of days a student might be absent from any class without academic review for loss of credit. For half-year courses, except physical education, 14 unexcused absences would constitute the maximum number of days a student may be absent from any class without academic review for loss of credit. For physical education, seven unexcused absences per semester would constitute the maximum number of days a student may be absent without academic review for loss of credit. All students will have the right of appeal upon notice that credit is being denied.

Preventive measures have been developed that include communication and correspondence between the teacher, the assistant principal and/or principal, the student and the parent. An example may be a guidance meeting with the student after a designated number of absences and discussions with the parent(s)/guardian(s) to discuss the absence rate.

This Attendance-Achievement Procedure and the preventive measures included are viewed as vital in continuing to maintain and upgrade the educational atmosphere of the Elwood-John H. Glenn High School. This procedure will directly impact the productivity of classroom instruction for all students.

SCHOOL PHILOSOPHY: STUDENT ATTENDANCE

Attendance in class is essential to learning in all areas of the Elwood-John H. Glenn High School curriculum.

Many courses teach specific skills in a sequential manner. Thus, the absent student is often presented with new material before he/she has fully mastered the previous skills, which are the basis for the new work.

Class discussion, an integral part of much course work, fosters the development of critical thinking skills. Students learn to express and support their opinions, to challenge the assumptions of others and to re-evaluate their own thinking in light of new ideas expressed by other students. This exchange of ideas is basic to learning on any level and to performing in future employment.

Classwork teaches students to work together with their peers to achieve a common goal. This is a skill which students cannot develop in an individual tutorial session. Working effectively with others is a skill that may not be tested on a final exam, but it is one that every student will need for the rest of his/her life.

Good attendance in school is also part of the self-discipline we are trying to instill in our students to enable them to act as responsible members of the adult community. For students, class attendance and homework are a full-time responsibility. Meeting these responsibilities each day will benefit the students throughout their future education and/or employment.

We recognize that health and family circumstances beyond the control of students and parents may arise from time to time. We also recognize that legitimate coursework may, at times, require a student's absence from class. At these times, a student, with the guidance of his/her parent/guardian must seek written permission from the school for an excused absence, pursuant to the terms set forth in Section I of this Policy.

I. EXCUSED AND UNEXCUSED ABSENCES

Excused Absences, Tardiness and Early Departures (ATEDs) are defined as absences, tardiness and early departures from class or school due to the following:

- Illness of the student with a written note signed by a doctor or by the student's parent/guardian.
- Death in the family with a written note signed by the student's parent/guardian.
- Critical family illness with a written note signed by the student's parent/guardian.
- Court summons with proof of summons.
- Work/study programs, exams, college visits or school-related services with prior approval by the school.
- Observance of a religious holiday, upon written request, signed by the student's parent/guardian.
- State emergency
- Snow day/impassable roadways as declared by the district.
- Suspension
- Home instruction
- Health care appointments that cannot be scheduled

outside the school day, upon written request, signed by the student's parent/guardian.

- Government appointments that cannot be scheduled outside the school day, with proof of appointment.

ALL OTHER ABSENCES, TARDINESS AND EARLY DEPARTURES (ATEDs) WILL BE CONSIDERED UNEXCUSED ABSENCES.

- **If a student's absence is deemed an Excused Absence, the student must complete all make-up work that the teacher has assigned, within a reasonable time frame set by the teacher.**

II. CLASS ATTENDANCE AND COURSE CREDIT

To receive school credit, a student is to be in class at least eighty-five percent (85%) of the time that a class meets during the school year and to meet its academic requirements. Only unexcused class absences will be considered for this requirement. A student will seriously jeopardize the opportunity for academic credit if he/she exceeds the total number of unexcused class absences as follows:

- a. Full-year courses: 28 unexcused absences or a maximum of 14 per semester.
- b. Half-year courses: 14 unexcused absences per semester.
- c. Physical education: 14 unexcused absences or a maximum of seven per semester.

Students who enter a course after the beginning of the school year are expected to maintain an 85 percent attendance ratio. No student will be permitted to enroll in a full-year course after the first 28 days of school, or in a half-year course after the first 14 days of the semester. The only exceptions would be a new student or at the principal's discretion.

Notice - Consequences

- If a student exceeds seven (7) unexcused absences in a class, the first warning letter will be provided to parents/guardians via mail and, where possible, electronic transmission. This letter will inform

the parent/guardian of the situation and ask for assistance in the matter. Guidance counselors will meet with the student to discuss the situation and to provide guidance.

- If a student exceeds ten (10) unexcused absences in a class, the second warning letter will be provided to parents/guardians via mail and, where possible, electronic transmission. This letter will ask the parent/guardian for further assistance. The guidance counselor will contact the parent to discuss the matter and to provide guidance. Guidance counselors will also meet with the student.
- If a student exceeds the specific number of absences as set forth in Section I above, school authorities will follow the procedures outlined below.
- A final notice letter will be provided to parents/guardians via mail and, where possible, electronic transmission. This letter will inform the parent/guardian that his/her child is in violation of the Attendance-Achievement Procedure. In this letter, the parent will be given the opportunity to contact the school to arrange an appeal hearing to discuss the matter further.
- If the parent/guardian requests a meeting, arrangements will be made to discuss the matter during the school day. Participants in the appeal hearing will be the student's parent, the student, the teacher, the guidance counselor, the dean of students and a building administrator. In the event that the student is receiving special services, the school psychologist will be present and the director of special education will be notified.

After an appeal hearing or if no hearing is requested, the following actions may be taken:

- Allow the student to remain in the course under specific conditions that will be put in writing and sent to all interested parties. If the conditions are violated, other consequences will be imposed as outlined in the agreement.
- Deny credit for the course and allow the student to 'audit' the course for the remainder of the year under defined conditions. The student will then have the opportunity to gain course credit by

attending and passing summer school, if available.

- Remove the student from the course and assign the student to a monitored study hall, resulting in loss of credit.
- Assign the student to a condensed or shortened day of instruction.
- Students who have been dropped from a course for attendance reasons will not be permitted to transfer to another course during the current semester.
- A student who is dropped from a class due to lack of attendance will be denied the following privileges for a period of ten (10) consecutive weeks: school clubs, athletics and extracurricular activities.

III. ATTENDANCE RECORDS

The classroom teacher carries the primary responsibility for recording, monitoring and addressing student attendance (excused and unexcused absences, tardiness and early departures). The assistant principal(s), dean of students, social worker, psychologist and guidance counselors, under the supervision of the principal, maintain responsibilities in reviewing student attendance records and initiating intervention strategies to address unexcused absences, tardiness and early departures.

Effective April 2010

Educational Objectives

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

- Develop intellectual curiosity and eagerness for lifelong learning.
- Develop a positive attitude toward learning.
- Develop a positive attitude toward the use of leisure time.

GAIN A GENERAL EDUCATION

- Develop ability to communicate ideas and feelings effectively.
- Develop skills in reading and in oral and written English.
- Develop a fund of information, concepts and skills in the humanities, mathematics and the sciences.
- Develop special interests and abilities.

LEARN HOW TO EXAMINE AND USE INFORMATION

- Develop ability to analyze information constructively and creatively.
- Develop ability to use scientific methods.
- Develop reasoning abilities.
- Develop skills to think and proceed logically.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD

- Develop appreciation for beauty in various forms.
- Develop creative self-expression through various media (such as art, music, dance, writing, etc.).
- Develop special talents in areas such as music, art, dance, literature and drama.

DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

- Develop an awareness of regional opportunities and requirements related to specific fields.
- Develop abilities and skills needed for employment, recognizing required needs.
- Develop an appreciation of good workmanship.

LEARN HOW TO BE A MANAGER OF MONEY, PROPERTY AND RESOURCES

- Develop an understanding of economical principles and responsibilities.
- Develop ability and understanding in personal buying, selling and investment.
- Develop skills in management and conservation of natural and human resources.

LEARN TO RESPECT AND GET ALONG WITH OTHER PEOPLE

- Develop appreciation and respect for the worth and dignity of individuals.
- Develop a positive attitude toward living and working with others.
- Develop an understanding of the skills of family living.
- Develop an appreciation for, and an understanding and knowledge of, other people, cultures and languages.

- Develop an understanding of political, economic and social patterns of the rest of the world.
- Develop awareness of the interdependence of races, creeds, nations and cultures.
- Develop an awareness of the processes of group relationships.

LEARN HOW TO BE A GOOD CITIZEN

- Develop attitudes for productive citizenship in a democracy.
- Develop an attitude of respect for personal and public property.
- Develop patriotism and loyalty to the ideals of democracy.
- Develop knowledge and appreciation of the rights, responsibilities and privileges in our democracy.
- Develop an understanding and appreciation of our American heritage.

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

- Develop ability to adjust to the changing demands of society and a changing world.
- Develop an understanding of how historical events have influenced current events and will affect future events.
- Develop ability to understand the past, identify with the present and plan for the future.

UNDERSTAND AND PRACTICE ENVIRONMENTAL AWARENESS

- Develop knowledge of the environment.
- Develop understanding of the problems and threats to the environment.
- Develop an awareness of the relationship between one's own acts and the quality of the environment.
- Encourage active participation in environmental issues.

DEVELOP GOOD CHARACTER AND A FEELING OF SELF-WORTH

- Develop the capacity to discipline one's self to work, study and play constructively.
- Develop a moral and ethical sense of values, goals and behavior.
- Develop a feeling of pride in one's achievements and progress.
- Develop self-understanding and self-awareness.
- Develop feelings of positive self-worth, security and self-assurance.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

- Develop a knowledge and understanding of good physical health and well-being.
- Establish an effective individual physical fitness program.
- Establish sound personal health habits.
- Develop a concern for public health and safety.