



# Student Handbook 2020-2021

## Wellsville Elementary School

50-98 School Street

Wellsville, NY 14895

[www.wellsvilleschools.org](http://www.wellsvilleschools.org)

Facebook: [www.facebook.com/wellsvilleschools/](https://www.facebook.com/wellsvilleschools/) Twitter: @WellsvilleCSD

**Principal – Elizabeth Sinski**

**Assistant Principal – Stefanie Mayr**

**Secretary – BethAnne Common**

**Secretary – Samantha Sawyer**

Office Phone: 585-596-2122

Attendance: 585-596-2105

Nurse (PreK-2): 585-596-2107

Nurse (3-5): 585-596-2117

Cafeteria Manager: 585-596-2111

Elementary Fax: 585-596-2120

Special Services Department: 585-596-2185

Bus Garage: 585-593-5450

### **Wellsville Central School's Mission Statement**

Our mission is to prepare our students to be successful contributing members of their communities through excellence in education.

#### **This agenda belongs to:**

Name \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

### Character Education:

The Wellsville Elementary School P.R.I.D.E. is a school wide initiative in which elementary students show the following character traits in the hallways, cafeteria, bathrooms, nurse's office, at recess, at events, and on busses.

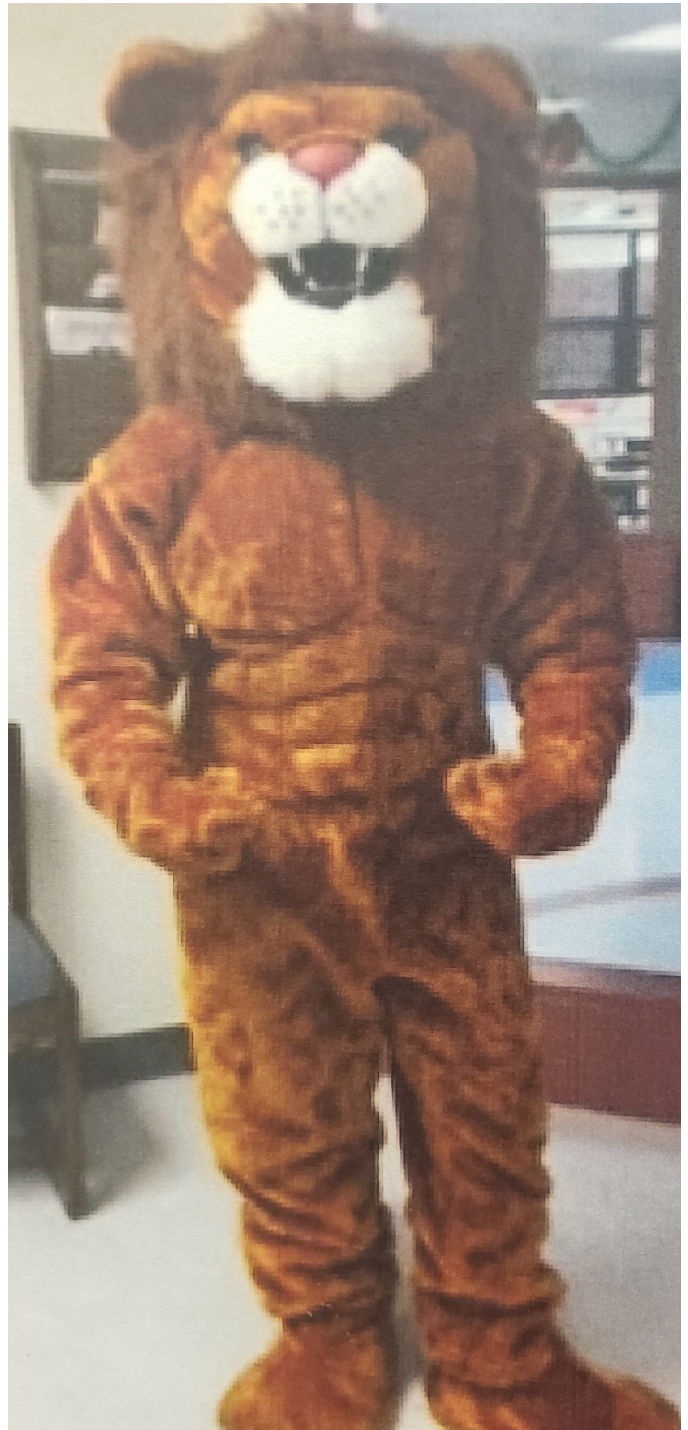
**P** - Problem Solve

**R** - Respect All

**I** - I Make Responsible Choices

**D** - Do My Best

**E** - Everyone Cares



# Wellsville Elementary Schools

## Code of Conduct

### Definitions

In accordance with the Dignity for All Students Act, Wellsville Central School District will ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

**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 (Education Law Section 11[1]).

**School Bus** means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

**School Function** means a school sponsored extracurricular event or activity (Education Law Section 11[2]).

**Disability** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292(21)).

**Employee** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section 11[4] and 1125[3]).

**Sexual Orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

**Sex** means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex").

**Gender** means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

**Race** means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

**Color** means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

**Weight** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

**National Origin** means a person's country of birth or ancestor's country of birth.

**Ethnic Group** means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

**Religion** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

**Religious Practice** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

**Harassment** means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that 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; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

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

**Disorderly Conduct** means when a person, with intent to cause inconvenience, annoyance or alarm, or recklessly creates a risk thereof: engaging in fighting or in violent, tumultuous or threatening behavior; or makes unreasonable noise; or uses abusive or obscene language, or makes an obscene gesture; or disturbs any lawful assembly or meeting of persons; or obstructs vehicular or pedestrian traffic; or congregates with other persons and refuses to comply with a lawful order or creates a hazardous or physically offensive condition by any act which serves no legitimate purpose.

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

**Violent student** means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. 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.
7. 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 School Act. It also means any device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

# Part I: Essential Partners

## A. Parents:

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and school community.
2. Send their children to school ready to participate and learn, physically, mentally and emotionally.
3. Ensure their child(ren) attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their child(ren) understand that in a democratic society appropriate rules are created to maintain a safe, orderly environment.
7. Know school rules and help their children understand and abide by the rules.
8. Convey to their children a supportive attitude toward education and the district.
9. Work with our school to maintain open and respectful communication.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

## B. Teachers:

All district teachers are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
3. Be prepared to teach.
4. Demonstrate interest in teaching and concern for student achievement.
5. Know school policies and rules, and enforce them in a fair and consistent manner.
6. Communicate to students and parents as it is appropriate to each building:
  - a. Course objectives and requirements as they relate to the NYS Next Generation Learning Standards and Assessments
  - b. Marking/grading procedures
  - c. Assignment deadlines
  - d. Academic and behavioral expectations and consequences for children
  - e. Classroom discipline plan
7. Communicate regularly with students, parents, teachers, and other members of the school community concerning growth and achievement.

## C. Principal/Assistant Principal:

All district Principals/Assistant Principals are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the Principal and Assistant Principal and approach administration for redress of grievances.
4. Evaluate all instructional programs on a regular basis.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

**D. Superintendent:**

The superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, 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 Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

**F. Support Staff:**

All district support staff (bus drivers, cafeteria staff, aides, assistants and monitors, custodians) are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Communicate to students and parents:
  - a. Expectations for students
  - b. Discipline plan as it relates to specific environments
  - c. A supportive attitude toward education, the school district and the children
  - d. A clear understanding of your role in the district
  - e. Skills for coping with peer pressure and emerging personal, social and emotional problems
  - f. Suggestions and possible solutions for dealing with personal problems related to health
  - g. Ways to help children deal with chronic illness and the social, and emotional effects of an illness
  - h. The importance of regular communication with all members of the school community

**G. Board of Education:**

The Board of Education is expected to:

1. Collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a clearly defined code of conduct.

2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

## **Part II: Student Dress Code**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Students shall not wear attire which interferes with the operation of the school, disrupts the educational process, or which negatively affects the general health, safety, and welfare of the district's students or employees. Teachers and all other Board approved personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming, and appearance, including hair style/color, jewelry, makeup, and nails shall:

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief or revealing garments are not appropriate for school.
3. Clothing must cover all undergarments and body parts deemed private.
4. Footwear must be worn at all times. Footwear that is a safety hazard is not allowed.
5. Not include the wearing of hats or headwear or bandanas in the school building during academic hours. This includes other items that obstruct the view of the student's face, such as a mask or sunglasses. Basic hair bands are allowed, when worn appropriately (i.e. to keep hair out of one's face).
6. Not include sleepwear (pajamas).
7. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
8. Not display, promote, and/or endorse the use of alcohol, tobacco, illegal drugs, weapons, and/or encourage other illegal or violent activities.

Students who violate the student dress code will be asked to modify their appearance by covering or removing the offending item and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. Teachers and all Board approved personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance.

### **WHAT DOES THIS MEAN at WELLSVILLE ELEMENTARY SCHOOL?**

**Dressing appropriately for school creates a culture for learning. We WANT students to be comfortable, but dressed appropriately for school.**

**DRESS FOR SUCCESS!!!**

## Part III: Student Conduct

### Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner and to show proper regard and respect for the rights and welfare of others, including students, district personnel and members of the school community. The Board of Education also expects proper care of school facilities and equipment. The best discipline is self-imposed. Students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Wellsville Central School District recognizes the need to make its expectations for student conduct specific and clear. These rules of conduct focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and violate these school rules will be required to accept penalties for their conduct.

#### **WHAT DOES THIS MEAN at WELLSVILLE ELEMENTARY SCHOOL?**

**When the word "school" is used, it means all district property and all Wellsville Schools, the school bus, the cafeteria and school district-sponsored events. If everyone is respectful and responsible, it makes for a safer and happier school, and more productive students.**

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

**Engage in Conduct that is Disorderly:** Examples of disorderly conduct include, but are not limited to:

1. Horseplay, inappropriate noises and/or noise level, and running in the hallway.
2. Using language or gestures that are profane, lewd, vulgar, or abusive.
3. Obstructing vehicular or pedestrian traffic.
4. Engaging in any willful act that disrupts the normal operation of the school community.
5. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
6. Misusing computers/iPads, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
7. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
8. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

**Engage in Conduct that is Insubordinate/Disruptive:** Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating disrespect.
2. Missing or leaving school or class without permission.
3. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.



**Engage in Conduct that is Violent:** Examples of violent conduct include, but are not limited to:

1. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, student, administrator or other District employee on school property.
2. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
3. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon(s).
6. Using a weapon(s).
7. Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function, including but not limited to graffiti or arson.
8. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

**Engage in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others:** Examples of such conduct include, but are not limited to:

1. Lying, deceiving or giving false information to school personnel.
2. Stealing district property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that 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 based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
6. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
7. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, social media, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

8. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
11. Selling, using, possessing or distributing obscene material.
12. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products including e-cigarette/vape products, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs, or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
13. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
14. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
15. Gambling and gaming.
16. Inappropriate touching and/or indecent exposure.
17. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
18. Violating gender privacy when using school restroom facilities.

**Engage in Any Form of Academic Misconduct:** Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Altering records.
4. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.

**Engage in Misconduct While on a School Bus:**

It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, standing, jumping, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. Students are expected to listen to and follow the bus driver and bus monitors requests and directions.

## Part IV: Reporting Violations

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

District staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff who 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 action.

The building principal or 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 a school.

If you have knowledge that someone might bring harm to another person or is in possession of something dangerous, you must report this information to the office immediately.

## Part V: Disciplinary Procedures and Referrals

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

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

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the district and State policies and procedures will be followed.

### Consequences

Students who are found to have violated the district's code of conduct may be subject to the following penalties, **either alone or in combination**. The school personnel identified after each penalty are authorized to impose the penalty, consistent with the student's rights to due process.

- Verbal warning: any member of the district staff
- Written warning: bus drivers, hall and lunch monitors, coaches, counselors, teachers, administrators, superintendent
- Verbal/written notification to parent: bus drivers, hall and lunch monitors, coaches, counselors, teachers, administrators, superintendent

- Scheduling of conferences with the parents/guardians, student, and needed personnel: teacher, administrators, superintendent
- Time out: teacher, administrators, superintendent
- Lunch detention: administrators, superintendent
- Removal from class by teacher: teacher, administrators
- Suspension from transportation: director of transportation, administrators, superintendent
- Suspension from social, athletic, or extracurricular activities: activity advisor, administrators, superintendent
- Short term removal from school (five days or less): principal, superintendent, Board of Education
- Long-term suspension from school (five days or more): principal, superintendent, Board of Education
- Referral to law enforcement: principal, superintendent, Board of Education
- Permanent suspension from school: superintendent, Board of Education

\*Decisions will be made on an individual basis to determine which one/combination of consequences will be implemented.

## Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the severity of the infraction. In all cases, regardless of the penalty, 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 misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

- Teacher disciplinary removal of a disruptive student: 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 briefly leave the classroom in order to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to:
  1. Contacting a parent/guardian to discuss the concern
  2. Sending a student to another supervised location (time out)
  3. Sending a student to the principal's office for the remainder of the class time only
  4. Sending a student to a guidance counselor or other district staff member for counseling
- 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 administration. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the students education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, 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 penalty involved.

- Suspension from athletics, extracurricular activities, and other privileges: Participation in school sports or activities is a privilege and if warranted, may result in loss of eligibility. A student subjected to a suspension from athletic participation, extracurricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, 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 penalty involved.
- Suspension from school: Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. The Board of Education 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 referrals warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension. The superintendent or principal/assistant principal, upon receiving recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation.
  1. **Short-term (5 days or less) suspension form school:** When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student with misconduct for five days or less pursuant to Education Law 3214(3), the suspending authority must immediately notify the student verbally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be sent within 24 hours of the decision to propose suspension to the last known address for the parents. When possible, notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting the parents.
  2. **Long-term (more than 5 days) suspension from school:** When the offense determines that a suspension of more than five days may be warranted, the superintendent must provide reasonable notice to the student and the student’s parents of their right to a fair hearing (Superintendent's Hearing — Education Law 3214). This determination hearing is to be held within five school days.

## Public Conduct on School Property:

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean **all persons** on school property or attending a school function.

All persons on school property or attending a school function, including athletic events, shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose that they are on school property. All persons on school property should be put on notice that administrators will not tolerate improper behavior from any fans, students, graduates, parents, or residents of the community.

# 2020-21 School Year New York State Immunization Requirements for School Entrance/Attendance<sup>1</sup>

**NOTES:**

Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for **each** vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

**Dose requirements MUST be read with the footnotes of this schedule**

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) <sup>2</sup>	<b>4 doses</b>	<b>5 doses or 4 doses</b> if the 4th dose was received at 4 years or older or <b>3 doses</b> if 7 years or older and the series was started at 1 year or older	<b>3 doses</b>	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine adolescent booster (Tdap) <sup>2</sup>	<b>Not applicable</b>		<b>1 dose</b>	
Polio vaccine (IPV/OPV) <sup>4</sup>	<b>3 doses</b>	<b>4 doses or 3 doses</b> if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) <sup>3</sup>	<b>1 dose</b>	<b>2 doses</b>		
Hepatitis B vaccine <sup>4</sup>	<b>3 doses</b>	<b>3 doses</b> or <b>2 doses</b> of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years		
Varicella (Chickenpox) vaccine <sup>7</sup>	<b>1 dose</b>	<b>2 doses</b>		
Meningococcal conjugate vaccine (MenACWY) <sup>8</sup>	<b>Not applicable</b>		<b>Grades 7, 8, 9, 10 and 11: 1 dose</b>	<b>2 doses or 1 dose</b> if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) <sup>9</sup>	<b>1 to 4 doses</b>	<b>Not applicable</b>		
Pneumococcal Conjugate vaccine (PCV) <sup>10</sup>	<b>1 to 4 doses</b>	<b>Not applicable</b>		



1. Demonstrated serologic evidence of measles, mumps or rubella antibodies or laboratory confirmation of these diseases is acceptable proof of immunity to these diseases. Serologic tests for polio are acceptable proof of immunity only if the test was performed before September 1, 2019 and all three serotypes were positive. A positive blood test for hepatitis B surface antibody is acceptable proof of immunity to hepatitis B. Demonstrated serologic evidence of varicella antibodies, laboratory confirmation of varicella disease or diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella.
2. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks)
  - a. Children starting the series on time should receive a 5-dose series of DTaP vaccine at 2 months, 4 months, 6 months and at 15 through 18 months and at 4 years or older. The fourth dose may be received as early as age 12 months, provided at least 6 months have elapsed since the third dose. However, the fourth dose of DTaP need not be repeated if it was administered at least 4 months after the third dose of DTaP. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
  - b. If the fourth dose of DTaP was administered at 4 years or older, and at least 6 months after dose 3, the fifth (booster) dose of DTaP vaccine is not required.
  - c. For children born before 1/1/2005, only immunity to diphtheria is required and doses of DT and Td can meet this requirement.
  - d. Children 7 years and older who are not fully immunized with the childhood DTaP vaccine series should receive Tdap vaccine as the first dose in the catch-up series; if additional doses are needed, use Td or Tdap vaccine. If the first dose was received before their first birthday, then 4 doses are required, as long as the final dose was received at 4 years or older. If the first dose was received on or after the first birthday, then 3 doses are required, as long as the final dose was received at 4 years or older.
3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) adolescent booster vaccine. (Minimum age for grade 6: 10 years; minimum age for grades 7 through 12: 7 years)
  - a. Students 11 years or older entering grades 6 through 12 are required to have one dose of Tdap.
  - b. In addition to the grade 6 through 12 requirement, Tdap may also be given as part of the catch-up series for students 7 years of age and older who are not fully immunized with the childhood DTaP series, as described above. In school year 2020-2021, only doses of Tdap given at age 10 years or older will satisfy the Tdap requirement for students in grade 6; however, doses of Tdap given at age 7 years or older will satisfy the requirement for students in grades 7 through 12.
  - c. Students who are 10 years old in grade 6 and who have not yet received a Tdap vaccine are in compliance until they turn 11 years old.
4. Inactivated polio vaccine (IPV) or oral polio vaccine (OPV). (Minimum age: 6 weeks)
  - a. Children starting the series on time should receive a series of IPV at 2 months, 4 months and at 6 through 18 months, and at 4 years or older. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
  - b. For students who received their fourth dose before age 4 and prior to August 7, 2010, 4 doses separated by at least 4 weeks is sufficient.
  - c. If the third dose of polio vaccine was received at 4 years or older and at least 6 months after the previous dose, the fourth dose of polio vaccine is not required.
  - d. Only trivalent OPV (tOPV) counts toward NYS school polio vaccine requirements. Doses of OPV given before April 1, 2016 should be counted unless specifically noted as monovalent, bivalent or as given during a poliovirus immunization campaign. Doses of OPV given on or after April 1, 2016 should not be counted.
5. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months)
  - a. The first dose of MMR vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
  - b. Measles: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
  - c. Mumps: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
  - d. Rubella: At least one dose is required for all grades (prekindergarten through 12).
6. Hepatitis B vaccine
  - a. Dose 1 may be given at birth or anytime thereafter. Dose 2 must be given at least 4 weeks (28 days) after dose 1. Dose 3 must be at least 8 weeks after dose 2 AND at least 16 weeks after dose 1 AND no earlier than age 24 weeks (when 4 doses are given, substitute "dose 4" for "dose 3" in these calculations).
  - b. Two doses of adult hepatitis B vaccine (Recombivax) received at least 4 months apart at age 11 through 15 years will meet the requirement.
7. Varicella (chickenpox) vaccine. (Minimum age: 12 months)
  - a. The first dose of varicella vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
  - b. For children younger than 13 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons 13 years and older, the minimum interval between doses is 4 weeks.
8. Meningococcal conjugate ACWY vaccine (MenACWY). (Minimum age for grade 7: 10 years; minimum age for grades 8 through 12: 6 weeks).
  - a. One dose of meningococcal conjugate vaccine (Menactra or Menveo) is required for students entering grades 7, 8, 9, 10 and 11.
  - b. For students in grade 12, if the first dose of meningococcal conjugate vaccine was received at 16 years or older, the second (booster) dose is not required.
  - c. The second dose must have been received at 16 years or older. The minimum interval between doses is 8 weeks.
9. Haemophilus influenzae type b (Hib) conjugate vaccine. (Minimum age: 6 weeks)
  - a. Children starting the series on time should receive Hib vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
  - b. If 2 doses of vaccine were received before age 12 months, only 3 doses are required with dose 3 at 12 through 15 months and at least 8 weeks after dose 2.
  - c. If dose 1 was received at age 12 through 14 months, only 2 doses are required with dose 2 at least 8 weeks after dose 1.
  - d. If dose 1 was received at 15 months or older, only 1 dose is required.
  - e. Hib vaccine is not required for children 5 years or older.
10. Pneumococcal conjugate vaccine (PCV). (Minimum age: 6 weeks)
  - a. Children starting the series on time should receive PCV vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
  - b. Unvaccinated children ages 7 through 11 months are required to receive 2 doses, at least 4 weeks apart, followed by a third dose at 12 through 15 months.
  - c. Unvaccinated children ages 12 through 23 months are required to receive 2 doses of vaccine at least 8 weeks apart.
  - d. If one dose of vaccine was received at 24 months or older, no further doses are required.
  - e. PCV is not required for children 5 years or older.
  - f. For further information, refer to the PCV chart available in the School Survey Instruction Booklet at: [www.health.ny.gov/prevention/immunization/schools](http://www.health.ny.gov/prevention/immunization/schools)

For further information, contact:

**New York State Department of Health  
Bureau of Immunization  
Room 649, Corning Tower ESP  
Albany, NY 12237  
(518) 473-4437**

**New York City Department of Health and Mental Hygiene  
Program Support Unit, Bureau of Immunization,  
42-09 28th Street, 5th floor  
Long Island City, NY 11101  
(347) 396-2433**

# Wellsville Central Schools

## Acceptable Use Policy

Wellsville Central School District is pleased to offer the following technology to students:

### Hardware

Grades K – 2<sup>nd</sup> will have 1-1 iPads that stay in the classroom.

Grades 3<sup>rd</sup> – 12<sup>th</sup> will have 1-1 iPads with the option of taking them home.

Labs – 6<sup>th</sup> – 12<sup>th</sup> will have computer labs available as teachers reserve them for class time.

In-classroom computers will be available on a per teacher request.

### Filtered Internet and network access

Access granted via a Wellsville CSD monitored network account service. Access can be used on a Wellsville CSD desktop computer, laptop computer and tablet (iPad) or student-owned devices (once logged in to network.)

### Office 365 Email

Office 365 Email is a filtered and monitored web-based email system tied directly to students' network login account. This email system allows students in Grades K-12 to communicate and collaborate with their teachers, along with their peers. Additionally, students in grades 11 and 12 can communicate outside the system for research related to college and work force purposes.

### Office 365 A3 – Student Advantage Account

Office 365 A3 is an Online software program that provides students with access to Microsoft Office Applications for educational use. The full version of Microsoft Office on the PC and Mac are available for offline. The web-based application is available using an Internet connected PC, Mac or tablet/mobile device. The Office for iPad version will be available for each student on their assigned iPad. Access to Office 365 A3 is directly tied to the students' school-monitored network account.

Office 365 A3 is offered to students at no additional charge because the school district pays for faculty and staff licenses through the Microsoft EES program.



Office 365 A3 includes:

- Office 365 A3 for PC (Office 2016 base applications)
- Office 365 A3 for Mac (Office 2016 for Mac base applications)
- Office for iPad

As part of the A3 - Student Advantage program, each student receives a license that allows him/her to install and run Microsoft Office on up to 5 machines: a combination of personal/home PC or Mac, mobile devices and tablets.

### Managed Apple ID Account

Directly tied to school-owned iPads

Managed Apple ID accounts are directly tied to school-owned mobile devices and allow the following:

- Managed and automated installation of free apps using district monitored mobile-device-manager
- Managed and automated installation of purchased apps using district monitored mobile-device-manager
- Cloud storage and backup of the mobile device

### Apple Classroom (Future Application)

Classroom turns student iPads into a powerful teaching assistant, helping to guide students through a lesson, see their progress and keep them on track. With Classroom, you can easily launch the same app on every student iPad at the same time or launch a different app for each group of students. Classroom helps teachers focus on teaching, so students can focus on learning.

### YouTube.com

At the beginning of the 2015-2016 school year, YouTube became available to all students. Digital resources like YouTube provide our teachers and students a valuable academic video library. Wellsville CSD will implement every measure available to provide filtered safe access to this powerful learning resource.

### GSuite

GSuite is a filtered and monitored web-based suite of applications including Gmail, Docs, Sheets, Slides, and Forms. These applications allow students to collaborate with one another in a user-friendly manner. The applications are available for student use on iPads and on the web.

## Learning Management System

A Learning Management System uses web-based classroom systems developed for K-12 school districts. Designed with built-in safety features, the service provides a monitored and secure means of providing collaborative tools, along with student/teacher collaboration in classrooms.

## Library based eBooks

These books will be available for students to check out on their iPads via two apps:

- Follett BlytheWave K-12 – Access to Wellsville CSD eBooks (Electronic Books) through Destiny
- OverDrive Media Console – Access to eText (Electronic Books) purchased by Wellsville and other library systems within the CA BOCES consortium that OverDrive is connected to.

## Other

There are multiple other web based apps, iPad apps that require logins. The accounts for these are all created and controlled by Wellsville CSD.

## **What is Possible?**

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other collections of information. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. The purpose of filtered Internet access, while at school and at home via school owned devices, is to use the Internet resources for constructive, educational goals. There is not “a filter system” capable of blocking 100% of education-inappropriate information on the Internet. Students may find ways to access these materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. To reinforce this policy and to extend the partnership of school-to-home, parents and guardians of minors are encouraged to set and convey the standards that their children should follow when using technology at home and at school.

## **What is Expected?**

Just as they are in a classroom or hallways, students are responsible for appropriate behavior on the school’s computer network via computers, tablets or student-owned devices. Communications on the network are often public in nature. General school rules for behavior and communication apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and misuse will result in disciplinary actions as indicated in each building’s Student Code of Conduct. The student is personally responsible for his/her actions in accessing and utilizing the school’s network resources. The students are advised never to access, keep, or send anything they would not want their parents or teachers to see.

While utilizing school technology (computers/tablets/peripherals), students are responsible for appropriate behavior in handling and use of said technology.

### **What are the Rules?**

#### Privacy

Student data files and other electronic storage areas will be treated like school lockers and as such, these areas shall be considered to be School District property, subject to control and inspection. Administration may access all such files and communications without prior notice to ensure student safety, system integrity and that users are complying with this policy.

#### Storage capacity

Students are expected to use storage space for an academic purpose and to use that space efficiently.

#### Illegal copying

Students may not download or install any commercial software, shareware, freeware, music, movies or TV shows onto the network drives, cloud storage, computers or tablets unless they have written permission from the Network Administrator. Students may not copy other people's work or intrude into other people's files.

#### Inappropriate materials and language

No profane, abusive, or offensive language may be used, nor may materials be accessed or created which are not in line with the rules of school behavior. Should students encounter such material by accident, they should report it to their teacher immediately.

#### Inappropriate internet activity

Daily and weekly reports are run to monitor internet searches and visited content. If a student is found to have been purposely searching or viewing education-inappropriate materials, disciplinary actions will be taken.

#### *The following activities are not permitted on the Wellsville Central Schools' networks*

- Accessing, sending, displaying offensive or pornographic messages or pictures
- Using inappropriate or obscene language
- Damaging computers/tablets, computer systems or computer networks
- Plagiarizing or violating copyright laws

- Giving out your login information or using another's password
- Use of an account by anyone other than the account holder and/or misrepresenting their identity
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources – disk space, printer supplies, paper, etc...
- Employing the network for commercial purposes (i.e. buying, selling, trading; eBay, Craig's List)
- Requesting unnecessary and lengthy material that ties up system resources
- Installing or downloading software, shareware, freeware, music, movies or TV shows onto the network drives/computers
- Downloading or streaming software, apps or media that disrupt the learning environment
- Use of the system to illegally transfer software otherwise known as pirating or illegally share copyrighted movies, music and games over Internet "peer to peer" networks or removable storage devices
- Create and/or distribute a computer virus, malicious software/app, malware, spam and/or chain mail
- Reveal the name, personal addresses or phone numbers of students or staff
- Deliberately or willfully cause damage to computer equipment or assist others in doing the same
- Deliberately use the district's computers to bypass the filtering software or violate the school's code of conduct or show others how to do the same
- Using technology to abuse, harass, or bully other students
- Use technology for an illegal purpose.
- Use of technology which disrupts the educational program of the District

Policy References:

Policy #8271: Internet Safety/Internet Content Filtering

Policy #7314: Student use of computerized information resources (AUP)

7/23/19













