

J.V. FORRESTAL ELEMENTARY SCHOOL

STUDENT HANDBOOK



BCSD Mission & Belief Statements: Meeting the challenge of preparing **EVERY** student for learning, life, and work beyond school.

In pursuing this Mission, we believe:

- The **diversity** of our community is a **strength**
- In providing an **equitable education** for all students, regardless of race, ethnicity, class, gender identity, sexuality, or disability.
- **A culture of care**, including ensuring a safe and supportive emotional environment for all, will help ensure the wellness of the entire school community

TABLE OF CONTENTS

District Administration.....	Page 2
Message from the Principal	Page 3
Skills and Attributes	Page 4
4-Day Elementary School Schedule.....	Page 5
School Schedule.....	Page 6
Attendance.....	Page 7
Early Dismissal/Student Messages.....	Page 8
Medical Information.....	Pages 9-10
Technology/Student Records	Page 11
Safety & Security.....	Page 12
Student Valuables and Lost & Found.....	Page 13
Emergency Closings & Delays.....	Page 14
Dress Code.....	Page 15
Parent/Teacher Communication.....	Page 16
Lunchtime.....	Page 17
Transportation.....	Pages 18-19
School Happenings.....	Pages 20-21
JV Forrestal PTSO.....	Pages 22
Summary of Beacon City School District Code of Conduct.....	Pages 23-34
Outdoor Recess Information.....	Pages 35
Telephone Directory.....	Page 37

JV Forrestal Elementary School

125 Liberty Street

Beacon, NY 12508

Tel: (845) 838-6900, Ext. 5601 (Main Office)

Ext. 5602 (Attendance/Student Records)

Fax: (845) 838-0792

Mrs. Crystal Sessoms-Wiggins, Principal

sessomswiggins.c@beaconk12.org

District Administration

Dr. Matthew Landahl

Superintendent of Schools

Mrs. Ann Marie Quartironi

Deputy Superintendent

Mrs. Sagrario Rudecindo-O'Neill

Assistant Superintendent for Curriculum and Student Services

Dr. Heather Chadwell Dennis

Assistant Superintendent of Pupil Personnel Services

Ms. Alexis McKoy-Yakle

Assistant Director of Pupil Personnel Services (Elementary)

Ms. Christina Bartley

Assistant Director of Pupil Personnel Services (Secondary)

Mr. John Giametta

Director of Physical Education, Health Services, Athletics & Recreation

TBD

Director of Technology

Mr. Jesse Morrill

Director of Facilities III

Ms. Karen Pagano

Director of Food Services

Ms. Deborah Caul

Director of Transportation

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Dr. Matthew Landahl
Superintendent of Schools

BEACON CITY SCHOOL DISTRICT ELEMENTARY SCHOOLS

Forrestal, Glenham, Sargent, South Avenue



Mrs. Ann Marie Quartironi
Deputy Superintendent

Dr. Heather Chadwell Dennis
Assistant Superintendent of
Pupil Personnel Services

Mrs. Sagrario Rudecindo-O'Neill
Assistant Superintendent
of Instruction and Student Support

Dear JVF Parents and Caregivers,

The JVF Elementary Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. It also includes information that is helpful in understanding our school district policies. This handbook, along with other helpful information, can be found on our school website.

The term “parent” refers to the parent, legal guardian, caregiver, or other person who has agreed to assume school-related responsibility for a student. Both students and parents must be familiar with the Beacon City School District Student Code of Conduct, required by state law and intended to promote school safety and a positive atmosphere for learning. You will see that our handbook also references the BCSD Strategic Plan and the skills and attributes we work to help every student attain and demonstrate as they grow in their educational journey.

The handbook is updated yearly, while policy adoption and revision may occur throughout the year. The handbook is also available electronically on our school website, where updates are made more frequently. Please note that references to alphabetical policy codes are included so that parents can refer to current board policy. Changes in policy that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

You are encouraged to review the entire handbook with their children and keep it as a reference during this school year. If you or your child have questions about any of the material in this handbook, please contact a teacher, the main office clerical team, or the principal. We welcome your participation and support during the school year and encourage your involvement and membership with the JVF PTSO. For information about school happenings, please be sure to check out the “**Principal’s Monthly Post (PMP)**” found on our school website and shared via PTSO list-serve. You can follow us on Instagram @jvffalcons and Twitter/X at @JVFElementary

I look forward to the 24-25 school year and remain committed to working with you to support and prepare your child academically, socially and emotionally throughout their educational journey at JV Forrestal. Please note, as aforementioned, any updates and changes to items in this handbook will be made as they arise and posted to our website - additional communications will be sent via multiple platforms such as Blackboard Robo Message, classroom communication, PMP (Principal’s Monthly Post), and school newsletters! **Please be sure to create and/or update your Parent Portal account if you have not already done so, if you have a question about this please contact our office!** Thank you for your partnership!

Sincerely,

Crystal Sessoms-Wiggins

Skills and Attributes

At J. V. Forrestal Elementary School, we hold high the Beacon City School District's mission of preparing EVERY student for learning, life, and work beyond school. Additionally, we are committed to supporting our students in their development and demonstration of the following skills and attributes.

Skills

Communication

- Organize and articulate thoughts – write, speak, or create media for a variety of purposes and audiences
- Use digital tools for a variety of purposes and audiences
- Actively listen, comprehend, and respond appropriately

Problem Solving (Solving complex problems)

- Identify and frame problems with their associated consequences
- Understand and apply problem solving processes
- Implement and reflect on the effectiveness of proposed solutions

Creative & Critical Thinking

- Identify multiple perspectives, options, or pathways
- Apply novel or insightful notions
- Apply criteria and evaluate for a purpose
- Use evidence, logic, and reason

Collaboration – Independence

- Work with others to accomplish tasks and solve problems
- Demonstrate metacognition of interpersonal skills
- Fulfill different roles in a variety of situations
- Demonstrate self-direction and initiative
- Overcome obstacles to success

Digital Literacy

- Be a good digital citizen
- Practice effective search techniques
- Apply criteria and analysis processes for information validity
- Consistently use reliable and valid information in the service of learning

Attributes

Empathy

- Kindness, care, and compassion for others
- Respect for persons and property
- Understanding of the circumstances and opinions of others

Self-Regulation

- Self-awareness and emotional metacognition
- Ability to recognize and act to regulate reactions and shift actions

Citizenship/Community

- Understanding that all members are part of a larger whole
- Demonstrates the relationship between rights and responsibilities
- Contributes to the overall success of the community as a whole

Curiosity, Wonder, Awe & Imagination

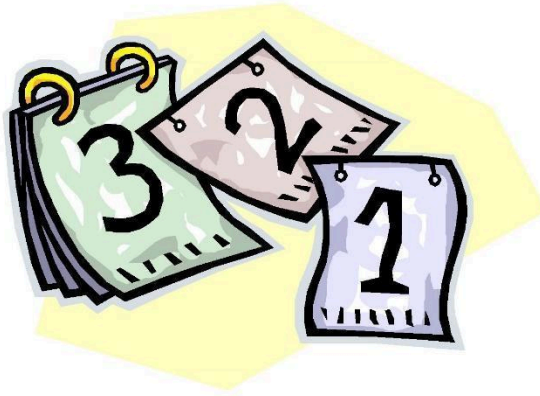
- Generates questions and follows leads
- Investigates and creates
- Demonstrates a passion and energy for learning

Adaptability/Flexibility

- Calm and positive when structures or patterns change



- Sees change as opportunity



The Elementary School Schedule

At the elementary schools in Beacon, the students and staff follow a four-day schedule. An important goal of this endeavor is to maximize instructional time during the school day by reducing and minimizing interruptions in the classrooms. By looking at scheduling differently, we seek to provide longer blocks of uninterrupted time for language arts, math and additional core subjects. This plan maximizes instructional time lost due to holidays, school closings and or delays to classes scheduled on the same day (Special Area Subjects). Research shows students benefit from greater consistency and predictability with the school day.

What does a Four-Day Rotation Mean and How Will I Know What Day It Is?

A four-day rotation does not mean that there are now four days of school. Instead of defining the week as Monday through Friday, it takes four days labeled: day 1, 2, 3, 4 and uses them as a cycle throughout the school year. So, “Day 1” may fall on a Monday one week and it may be a Thursday on another week. The important piece is to know which day the cycle we are on versus the day of the week it is.

It is important to know the cycle because it affects the “specials” your child has (Art, Physical Education, Music, Library). For example, instead of Art being every Tuesday, it might be every “Day 3”. You will receive this information from your child’s teacher on the first day of school.

You will soon become familiar and comfortable with keeping track of the cycle, but this information can be found in a variety of places:

- ✓ At the entrance of the main lobby
- ✓ On the information boards
- ✓ On the district and school websites

School Schedule



Doors open for Breakfast at 8:30 a.m.

Homeroom begins at 8:40 a.m.

***Late pass is required after 8:50 a.m.**

*Late passes are given by our Security Monitor

Dismissal is at 3:10 p.m., PreK & K began dismissal procedures at 3:00pm

Arrival Entrances & Dismissal Exits:

All Bus Students Main Entrance

Pre-K - 1 Lower Door/Near Playground

Grades 2 - 5 Parking Lot Side Door

Grades 3 and 4 Lower Parking Lot Side Door (Dismissal only)**



Please Note:

It is important that the arrival and dismissal times be adhered to as shown above. Please make the necessary arrangements to drop off and/or pick up your child in a prompt and courteous manner.

To ensure the safety and security of all students, please **DO NOT** drop off children prior to 8:30 a.m., unless they are signed up for Healthy Kids Before Care program. If you would like info on signing your kid up for Healthy Kids, please call 845-528-2342 or email talisha@healthykidsprogram.com Children also should not be left unattended after 3:10pm.

UNLESS YOUR CHILD IS PARTICIPATING IN THE HEALTHY KIDS BEFORE SCHOOL CARE PROGRAM, THERE IS NO SUPERVISION PROVIDED FOR CHILDREN WHO ARRIVE BEFORE SCHOOL BEGINS OR WHO ARE NOT PICKED UP ON TIME AT DISMISSAL, UNLESS THE STUDENT IS PARTICIPATING IN BEACON REC AFTERSCHOOL PROGRAM.

Be sure to obey all traffic signs and **PLEASE DO NOT PARK IN THE BUS LOOP between 8:30 - 9:00 or 2:45 - 4:00, THE BUS LOOP IS FOR SCHOOL BUSES AND EMERGENCY VEHICLES ONLY. There is also no parking in THE VILLAS as this is a PRIVATE LOT.**

Attendance

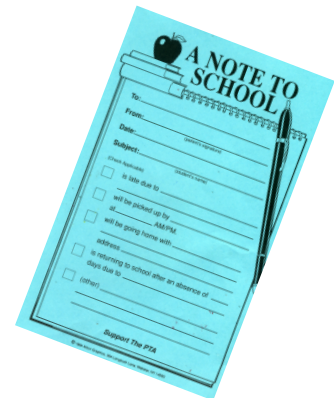
Beacon City School District guidelines require that a child be 5 years of age on or before December 1st to be admitted for entrance to kindergarten. New York State Education Law requires that all children from ages 6 through 17 attend school regularly.

- ❖ Regular **attendance at school is extremely important** and critical for student success.
- ❖ Please note that each parent/guardian is legally responsible for seeing that your child reports to school in a timely manner, and is responsible **for calling the school whenever an absence occurs.**
- ❖ If your child is absent, please call the **Attendance Office at 845-838-6900 (Ext. 5602)** on the morning of your child's absence.
- ❖ A written note is required for each day of absence from school. The note should state the child's name, date(s) of absence, and the specific reason for the absence.
- ❖ If your child will be absent for an **extended period of time, the school should be notified in advance** or as soon as possible.

Unless you call the school to report your child's absence, you will receive a phone call from the Attendance Office each day your child is absent to confirm the reason they are not in school.

A **legal absence from school** may be one of the following reasons:

- ❖ Illness of your child
- ❖ Emergency Family Illness
- ❖ Religious observation
- ❖ Required Court appearance
- ❖ Death in the Family
- ❖ Impassable roads due to severe weather
- ❖ Quarantine
- ❖ Emergency medical/dental appointments*



****If an early pick up is needed, this should take place prior to 2:45pm***

Early Dismissal



If a student is to be dismissed early, a written request to the school is required. A parent/guardian must report to the kiosk/security desk to sign out and pick up their child. ***ALL VISITORS ARE REQUIRED TO SHOW VALID IDENTIFICATION.** Please remember to bring your driver's license or valid photo ID to enter the building.

No one is to go directly to the classroom without prior arrangements and permission, as this would be disruptive to the learning environment.

1. Children will be called from their classroom upon your arrival at school. Students must be signed out at the security kiosk.
2. Early releases should take place prior to 2:45pm. Following this time we began to prepare for our dismissal procedures.

MESSAGES FOR STUDENTS FROM HOME/FAMILIES

Any changes in your child's daily routine should be discussed with your child **BEFORE** they leave for school in the morning. **A written note regarding any change in daily routine should be sent to school with your child advising the classroom teacher and the administrative staff of the change.**

The School Office is not always able to relay personal messages for individual students during the school day.

Such examples include you want your child to walk home instead of taking the bus, you want your student to go home with a neighbor/classmate/friend instead of your routine pick up plans etc.

Medical Information



Health Services

The school nurse will see children who show symptoms of illness or who are injured during the school day. Parents will be notified if it is determined that the child should not remain in school.

When to keep your child home from School:

- ❖ If their temperature is 100° or higher. If your child attends school with a temperature of 100° or higher, they will be sent home.
- ❖ If they are experiencing any gastrointestinal problems such as diarrhea or vomiting.
- ❖ Strep Throat.
- ❖ Rashes with a fever. Rashes without a fever will be evaluated by the school nurse and will determine if the student needs to be picked up for further evaluation by his/her healthcare provider.

Your child should be free of any of the above symptoms for 24 hours before they return to school.

***School Physicals**

Annual School Physical examinations are required for all students entering kindergarten, second and fourth grade, and for any new students entering from outside the school district. We urge you to take your child to your family physician before entering school. If you would like to have your child examined by the district physician, you must submit your request in writing and direct it to the school nurse.

***Health Screenings**

In an effort to identify health needs, the following screenings are given by the school nurse:

1. Vision Tests
2. Hearing Tests
3. Measurement of height and weight
4. Scoliosis

Immunizations

New York State Education Law requires that each school should maintain a record with the dates of the following immunizations:

- ❖ **Diphtheria/tetanus** - 3 doses administered as DPT, DT, Dtap or Td
- ❖ **Polio** - 3 doses of OPV or TOPV or 3 doses of IPV **Measles** – (2 doses, the first administered after 12 months of age, and the 2nd after 15 months of age for children born on or after 1/1/85 only.) All other children only one dose.
- ❖ **Mumps** – 1 dose administered after 12 months of age
- ❖ **Rubella** (German Measles) – 1 dose administered after 12 months of age
- ❖ **Hepatitis B** – (3 doses for K-12 students born on or after 1/1/93).
- ❖ **Varicella (Chicken Pox)** – (1 dose administered after 12 months of age) for all students born on or after 11/98 and entering Kindergarten on or after 9/03. 1 Dose for students born on or after 1/1/94 and entering 6th grade on or after 1/1/2005.
- ❖ **Dtap** – Booster will be required upon entering 6th grade for students turning 11 years of age.

Confirmation in writing of the above immunizations must be presented to the school. Students without written documentation of these immunizations will not be allowed to enter school.

Medications



New York State Education Law states the following:

Children may not bring medication of any kind to school, including over-the-counter medications. Children may have medication administered in school only under the following conditions:

- ❖ **The medication must be accompanied by a written order signed by a physician, with the following information: name of the student, name of the medication, reason for administering, dosage, time and number of days.**
- ❖ **Medication must be in the original container, have a professional label, and be delivered to the school nurse in an original, unopened container or box.**
- ❖ **The parent must also submit a written request to the school nurse to administer the medication and complete the required form: [Med Administration Form](#)**

Any changes in dosage must be accomplished through a written request by physician and parent. New prescriptions are required at the beginning of each school year.

***At the end of the school year, it is the responsibility of the parent/guardian to pick up all student medications from the nurse's office.**

Technology

Technology has become paramount in communication. There are some guidelines that staff members adhere to as it relates to technology. Your information as well as important student information and contact is accessible through the district Parent Portal platform.

Parents/caregivers each have an assigned login for this platform. **If you do not have parent portal access please reach out to the main office!**

We understand that parents/caregivers may have preferred methods of maintaining communication with staff - please let your student's teacher know of this and be sure your most up to date contact information is provided as well as your preferred method (email, phone, etc) and language.

Student Records

All Student Records are maintained by the Attendance Secretary, including contact information and academic records. All requests for academic records should be directed to the Attendance Secretary and/or District Registrar at 10 Education Drive Beacon, NY 12508 (845) 838-6900 ext. 2002.

It is extremely important that you notify the school in writing of any change in your child's contact information as soon as possible.

Phone Updates: The district's automated telephone notification system will contact you directly based on the information that is in your child's record. Our Attendance Secretary can update your phone number.

Address Updates: The District Registrar at 10 Education Drive Beacon, NY 12508 (845) 838-6900 ext. 2002. needs to be made aware of any address changes.

Safety and Security

Visitors to School

In order to ensure that the building is secure and that classrooms are free of disruptions, ****all visitors to JV Forrestal Elementary School are required to report to the Main Entrance Security Kiosk and obtain a "Visitors Badge".*** The Visitor's Badge **must** be worn in a visible place during the entire time you are visiting our building.

***ALL VISITORS ARE REQUIRED TO SHOW VALID PHOTO IDENTIFICATION**

Automobile Traffic

1. Cars may **NOT** enter the driveway in front of the building between the hours of 8:30 and 9:00 AM during arrival and 2:45 and 4:00 PM during dismissal. **THIS DRIVEWAY IS FOR BUSES AND EMERGENCY VEHICLES ONLY.**
2. Parking lots on the side and in the rear of the building have spaces reserved for faculty, staff and parents. There is also street parking available along Liberty St.



Bicycles

- ❖ Bicycles may not be ridden on school property during school hours. Bicycle racks are available.
- ❖ New York State Law requires children aged 14 and under to wear a bicycle safety helmet



Student Valuables and Lost & Found

The school is not responsible for student property which is lost or stolen. If your child wears glasses, a watch, or jewelry to school, it is their responsibility to keep track of them at all times. Students are cautioned not to bring large amounts of money to school or electronic devices. If they must, this fact should be brought to the immediate attention of the classroom teacher upon your child's arrival in school.

Lost & Found

Lost & Found bin is maintained near the entrance to the cafeteria. Items are placed there as they are found during the day. Coats, jackets, mittens, and lunch boxes are collected there. Any glasses or jewelry found is held in the Main Office. If your child is missing an item, please remind them to check these bins often for missing articles.

Note: *For health reasons, items placed in the Lost and Found bins are discarded periodically.* Any Lost & Found items not collected at the end of the school year will be discarded.



Emergency Closings and Delays

School Delay or Closing

In the event of severe weather or mechanical breakdown, starting time may be delayed or school may be closed. The same conditions may also necessitate an early dismissal. The district's automated telephone notification system will contact you directly with this information. For this reason, **it is important that you notify the school of any change in your contact information.** This information will also be available on the district website.

The District-Wide **Automated Phone Notification system** will call the primary number you have designated the district to call regarding closings, delays, or early releases. Please check your phone regularly for information.

In addition, it is a good idea to listen to the local radio or TV stations each morning. Please check the following:

- ❖ School District Website: www.beaconcityk12.org
- ❖ Local TV stations: Channel 22 (for Cablevision customers)
- ❖ Local radio stations: AM stations:

- 1200 WGNV
- 1260 WBNR
- 1390 WEOK
- 1450 WKIP

FM stations:

- 97.7 WCZX
- 100.7 WHUD
- 101.5 WPDH
- 104.7 WSPK



Delayed Openings/Early Releases:

The school must have your current information so that you may be contacted regarding delayed openings, closings, or early dismissals.

- ❖ **2-Hour Delay.** When a “2-Hour Delay” occurs, school doors will open at 10:30 a.m. Students will be considered late at 10:45 a.m. Breakfast will **not** be served on these days
- ❖ **Early Release/Dismissal.** It is the responsibility of each parent/guardian to ensure that there is a plan in place for their child in the event of any early release/dismissal.

Please be sure that the school is aware of any unique bus/pick-up instructions if your normal day care provider is not available.

Dress Code

Please refer to page 27 with more details and guidance on the Board of Education approved dress code. Children should wear comfortable clothes for moving about and getting involved in activities such as physical education and painting.

Sneakers are required for gym.



Cold Weather Note

Children will go outside for recess as long as the weather permits, even in the winter, as long as the (“feels like”) temperature is above 26°. Dressing in layers as the weather gets colder is a good idea (see Outdoor Recess Regulations and Wellness Policy 5405).

- Students will play outdoors daily when weather and air quality do not pose a significant health risk, as outlined in the [Beacon City School District Wellness Policy](#), and [Outdoor Recess Regulation](#).
- Students will remain inside in extreme weather conditions such as: cold temperatures (below 26 degrees) and wind chill, heavy rain and snowfall. In the event that the school conducts indoor recess, our teachers and staff will follow indoor recess guidelines that promote physical activity for students, to the extent practicable, as determined by the school principal.
- If your child cannot participate in recess for health reasons, please send a note to this effect.

Please make sure your child arrives ready to play by sending them appropriately dressed for the weather so they can participate fully, move freely, play safely, and be comfortable.

Examples of clothes that allow for outdoor play in different weather conditions include:

- Snow: heavy coat, boots, hat, scarf, and gloves.
- Rain: raincoat, sneakers, boots.
- Varying temps: layers of clothing.

Children’s footwear should also provide support for running and playing outdoors. Examples of appropriate footwear include sneakers, gym shoes, and other shoes with rubber soles that enclose the feet and will not come off easily.

For our little ones - please work with your child at home practicing zipping, buttoning, removing boots etc. they will receive help at school, however, support at home in practicing this will help lead them to independence and a timely process for getting outside and returning from recess.

Parent Teacher Communication

Parent Teacher Communication

Report Cards



Report cards will be sent home quarterly. Please review your child's report card carefully. Teachers will share information about the skills and concepts your child is learning. If there are concerns about a student's progress, parents will be notified five weeks before report cards are sent home. **You can also find out more about our Instructional Support Teams (IST) and Response to Intervention (RTI) here: [IST & RTI FAQ](#)**

A parent-teacher conference is required following the **first** 10-week marking period at which your child's report card will be discussed and given to you. If further explanation is desired, a conference may be arranged by contacting your child's teacher.

All meetings with your child's teacher must be set up by appointment and should be made at least 24 hours in advance.

What To Do If You Have a Concern

- Step 1 –** First contact your child's teacher to review the situation and to explain your concern.
(*Note: Your child's teacher is always the first step in successfully resolving a concern.*)
- Step 2 –** Contact the School Psychologist, Social Worker or Nurse (if applicable) to intervene as needed.
- Step 3 –** Contact the Principal after involving all other available school resources.
- Step 4 –** Contact the Superintendent only after involving the Principal and all other available school staff.

Lunchtime

The School District Breakfast and Lunch Menus are available at www.mealviewer.com
Nutritional profile of meals and side items are set in this document which is updated regularly.

Students may bring their lunch from home, or they may purchase lunch from the cafeteria. Meals from school are ordered each morning in classrooms. These orders are sent electronically to the kitchen for that day's preparation. Students' lunch accounts are available online at www.myschoolbucks.com. Please be sure to know your child's ID number to sign up for a [www.myschoolbucks](http://www.myschoolbucks.com) account. ID numbers are available when you register for the parent portal. Meals are based on financial meal eligibility status.

Students may be directly certified for Free meals through SNAP registration or may be eligible based on Medicaid eligibility. Check with Food Service to determine Direct Certification Eligibility. Income based applications for Free/Reduced meal eligibility are available at our school office, or online at www.myschoolapps.com. Paper applications available from the school office or through the district website.

***Beginning July 1, 2012 federal regulations require schools to offer a wider variety of nutritious foods such as whole grains, fruits and vegetables and to meet stricter limits on saturated fat and portion sizes. The new meal pattern mandates are part of a strategy to create a healthier school environment which will promote a healthy lifestyle that will help children succeed in the classroom.**

Food Prices:	Breakfast	-	*\$1.70
	Lunch	-	*\$3.15
			*prices subject to change



FOR THE 24-25 SCHOOL YEAR MEALS ARE FREE FOR ALL STUDENTS!

Visit the Food Services webpage for more information → [BCSD Food Services](#)

If your child does not have funds in their meal account the kitchen staff will charge the meal to the account. Notifications will be sent home for negative meal balances. Meal balance can be accessed via your own account at www.myschoolbucks.com. Deposits can be made on the app or in person with a check made out to BCSD Food service , or in cash.

Snacks are also sold in the cafeteria on a daily schedule. More information about the snack program can be found on the BCSD website/departments/food service. Students are expected to use the lunch period to eat, socialize, and relax from the daily class schedule.

Transportation

Bus transportation is provided to all students who reside more than 1.5 miles from JV Forrestal Elementary School.

All bus routes have been organized to operate with the most efficiency and maximum safety in mind. **Therefore, it is imperative that children not transfer from their regular bus to another.**



STUDENT BUS CONDUCT

The driver is in complete charge and it's important to adhere to their directions for safety purposes.

Disruptive behavior is distracting to the driver and unsafe for all.

Students must remain seated while the bus is in motion.

After entering, and until leaving the bus, students will keep heads, hands and arms inside the bus at all times.

Littering on the bus or throwing anything from the bus is prohibited.

Books, backpacks, packages, coats or any other items must be kept out of the aisle.

Eating is not permitted on the bus.

Yelling, cursing, obscene language, scuffling, and/or fighting are forbidden on the bus.

Students will not tamper with the bus or any of its equipment.

In case of an emergency, students must follow the directions of the bus driver.

Leaving the Bus

1. Students departing the bus must remain seated until the bus comes to a complete stop.
2. Students crossing the road will cross at least 10 feet in front of the bus, only after the driver has signaled that it is safe to do so.
3. The driver shall discharge students only at the student's designated school bus stop, unless the student has proper authorization from an authorized school official for a change in drop-off location.

Transportation Changes

Questions, changes, or concerns about the transportation of your child on the district buses should be directed to the *Supervisor of Transportation at 838-6900, Ext. 2701.*

Bus safety is a cooperative program. Both the school and the home can work together by periodically reminding children of good safety procedures and habits.



School Happenings

Meet the Teacher Night

'Meet the Teacher Night' is an opportunity for you, the parents, to come to your child's classroom and meet the teacher in an informal atmosphere. Your child's teacher will take this opportunity to talk about a typical day. Individual parent/teacher conferences are scheduled at this time. This program gives the parents an opportunity to see their child's school environment and meet parents of children in your child's class.

Spirit of Beacon Day

The Spirit of Beacon Day is an annual community event in which JV Forrestal Elementary School participates. Students, teachers, and parents show our school spirit by marching in the parade and having a booth on Main Street to raise money for PTSO activities. Please join us, and wear your JV Forrestal Elementary School t-shirt to show the community how proud we are to be associated with JV Forrestal Elementary School. For more information, please email "jvfptso@gmail.com"

Parent Conferences

Parent conferences are scheduled prior to the first report card. This allows parents and teachers to talk individually about their child and answer any questions or concerns you may have since the school year started. This is a great opportunity to better understand what your child's teacher expects and how to attain these goals. Parent conferences may be scheduled at any time by calling the school and requesting an appointment.

PTSO Fundraisers

During the school year, the PTSO conducts several fundraisers. These fundraisers enable the PTSO to sponsor educational programs at the school. In addition, each teacher (who is a PTSO member) is invited to apply for a "PTSO Mini-Grant" to request funds for programs or materials they feel would be most appropriate for their class. The success of the PTSO fundraisers depends upon your support.

Book Fair

The PTSO will offer the Scholastic Book Fair for a week in the Spring which coincides with the school "Open House". The Book Fair is an opportunity to bring reasonably-priced books into your home. All books available are appropriate for children to read and are offered at many grade levels. Books may also be purchased and donated to our own school library at these times. The PTSO needs volunteers to help the children shop. Please email "jvfptso@gmail.com" if you are able to assist.

Open House

Each Spring, we invite you to come and visit your child's classroom. You will be able to see your child's educational environment, review their progress, and appreciate their projects on display.

JV Forrestal Elementary School Spirit Items

The PTSO sells various Spirit Wear items, including t-shirts and sweatshirts for children and adults as a fundraiser. Consider purchasing one of these items to show your school spirit. Order forms will come home in the Fall. You can email the PTSO at "jvfptso@gmail.com" for more information.

JV Forrestal Elementary Garden

"Empowering children to be informed ecological citizens through year round garden education focused on healthy eating, food literacy, environmental stewardship and academic success."
<https://landtolearn.org>



Calico Ball

This is a district-wide, 3rd grade event performed at Beacon High School. This project exposes the children to an understanding of culture that might be unfamiliar to them, including history, art, food, traditions, songs, and dance.

Moving Up Ceremonies



At the end of the school year, JV Forrestal Elementary 5th grade students participate in a Moving Up Ceremony to recognize their achievements and to wish them well on their academic career as they enter Rombout Middle School.



JV Forrestal Elementary School Scholarship

The JV Forrestal Elementary School PTSO sponsors two scholarships to former JV Forrestal students graduating from Beacon High School. Applications become available from the High School Guidance Office in the spring.

THE TOP 10 REASONS TO JOIN THE JVF PTSO!

10. Meet families with children the same age as your own.
9. Become a greater part of your child's learning experiences at school.
8. Help raise money for a great cause—our children's education!
7. Support JVF teachers by listening to their ideas and understanding their needs.
6. It's another way to meet and collaborate with our Principal and JVF staff.
5. Help create, plan, and execute fun events for the whole family.
4. Attend monthly PTSO meetings and stay in the loop.
3. Get insights on what's next for your child and share your experiences with newcomers.
2. Feel good knowing that volunteering your time and talents will benefit the entire school. We're in this together!
1. Meet and make friends with families in our school community!

Welcome!

Join our Facebook group:
www.facebook.com/groups/JVForrestalPTSO/
for updates on meeting times. Please contact
jvfptso@gmail.com for membership info and
questions. We look forward to meeting you!



JVF

PARENT- TEACHER- STUDENT- ORGANIZATION

**Beacon City School District Code of Conduct Summary
2019-2020 School Year**

For the official Beacon City School District Code of Conduct Policy, please see Policy 5300 posted on district's website or in the main office of each school.

I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive quality educational services from district personnel without disruption or interference. The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-discipline as well as social and emotional growth;
- guiding students in improvement
- correcting inappropriate and unsafe behaviors.

Responsible behavior by students, teachers, other district personnel, parents, and visitors is essential to achieving these goals.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

Learning from their mistakes is an important part of a child's development. Schools must recognize that all children make mistakes as part of growing up and approach these instances with care and as potential learning opportunities. School discipline policies should support students and teachers to ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing student with multiple opportunities to participate in a wide range of pro-social activities and at the same time to develop a bond with caring, supportive adults reduces negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student's achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, dignity, service, inclusivity, integrity, and equity

Keeping in mind that the goal is not to penalize, but to teach students that there are consequences to actions and choices, the Board recognizes the need to:

- Clearly define expectations for acceptable student conduct on school property
- Identify the developmentally appropriate, graduated consequences of unacceptable conduct
- Ensure that discipline is administered promptly and fairly when necessary.

To this end, the Board adopts this code of conduct ("code"), which is based upon education laws, regulations, and Board policies.

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

II. DEFINITIONS

For purposes of this code, the following definitions apply.

“Behavior” is the way in which one acts or conducts oneself, especially towards others. It is expected that students, staff, and visitors will conduct themselves in such a way that is in line with this Code of Conduct.

“Student” means an elementary or secondary student under the age of 21.

“Destructive act”

1. 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.
2. Knowingly and intentionally damages or destroys school district property.

“Disruptive Act” is an act that substantially disrupts the educational process or substantially interferes with the teacher’s authority over the classroom.

“Gender” means actual or perceived sex and shall include a person’s gender identity or expression.

“Gender expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.

“Gender identity” is one’s self-conception as being male, female, or gender non-conforming (including, without limitation to transgender status) as distinguished from actual biological sex or sex assigned at birth.

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

“Relationships” are the way in which two or more people regard and behave toward each other.

“Respect” is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one’s hands to one’s self and not violating others’ personal space.

“Responsibility” is an obligation to behave in accordance with social norms and being held accountable for one’s actions.

“Restorative Practices” are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.

“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 extra-curricular event or activity.

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality.

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

1. Commits an act of violence upon a school employee.
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 the school function.

3. Possess, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.
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.
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 Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity 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 when used to cause physical injury or death.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression), sex, sexual orientation or disability.
2. To be respected as an individual and treated fairly and with dignity by other students and school staff.
3. To express one's opinions, either verbally or in writing as long as it is accordance with the code of conduct.
4. Present their version of the relevant events to school personnel authorized to impose consequences.
5. Access school policies, regulations, and rules and receive an explanation of those rules from school personnel.
6. To be provided with clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines;
 - d. School and classroom rules and expectations regarding behavior.
7. To supportive services to meet social and emotional challenges such as counselors and social workers.

B. Student Responsibilities

BEACON CITY SCHOOL DISTRICT students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.

2. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
3. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Use a respectful tone of voice and appropriate body language, listening when others are speaking to you.
8. To be truthful when speaking with school officials regarding Code of Conduct violations.
9. Respect the personal space of others
10. Work to develop skills to manage their emotions and reactions and resolve conflict with others.
11. Ask questions when they do not understand.
12. Seek help in solving problems.
13. Adhere to the Dress Code for school and school functions.
14. Accept responsibility for their actions.
15. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. STUDENT DRESS CODE

The district recognizes that a person's choice of clothing is an extension of self-expression and that diversity of self-expression is an asset to any productive learning environment. Choice of clothing is also often closely related to an individual's physical and emotional comfort. It is necessary to enforce some restrictions on student dress for the purpose of student safety and to promote a focused learning environment.

Student dress shall adhere to the following:

1. Students must wear clothing including both a shirt with pants or skirts, or the equivalent and shoes.
2. Shirts and dresses must have fabric in the front and on the sides.
3. Private parts must be covered by fabric that is not see through.
4. Clothing must cover undergarments (straps excluded)
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
6. Not include the wearing of hats in the classroom except for a medical or religious purpose. (Gr. Pre K -8)
 - a. High school students may wear hats and other headwear provided that they allow the full face and profile to be visible and not interfere with the line of sight to any student or staff. Hoodies will not be allowed to be worn on the head during the school day because they obstruct clear view of the face and profile.
7. Not include items that are vulgar, obscene, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation disability, or other protected category under state or federal law or would reasonably be anticipated to cause substantial disruption in the school setting.
8. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Nothing in this policy shall be construed to either limit the ability of students to wear clothing that allows them to express their gender identity, or to discipline students for doing so.

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

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

5300.30 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 with the goal of making school a community free of violence, intimidation, bullying, harassment, and discrimination. Students are expected to respect school facilities and equipment. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their mistakes or misbehavior. District personnel who interact with students are expected to place emphasis on educating students so that they may learn from their behavior and grow in self-discipline and to use disciplinary action only when necessary.

The Board recognizes the need to make its expectations for student behavior 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 violate these school rules and will not accept responsibility for their own behavior will be required to accept the consequences for their behavior. There are four levels of response to prohibited behavior. Principals should use only the level suggested for each behavior in accordance with the attached consequence chart. However, Principals and the Superintendent have the right to modify the suggested consequences if the facts and the circumstances warrant a different response.

The four levels are:

Level 1: Uncooperative/ Disorderly Behavior

Level 2: Disruptive Behavior

Level 3: Harmful Behavior

Level 4: Violent Behavior

Level 1 Infractions

Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect (e.g. refusing to do work).
 2. Making unreasonable noise.
 3. Lateness for, or missing school without permission.
 4. Skipping detention.
 5. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.
- Engaging in verbally rude or disrespectful behavior toward any member of the learning community.

6. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
- A. Using language or gestures that are profane, lewd, or vulgar.
 - B. Running or otherwise unsafe behavior in hallways.
 - C. Obstructing vehicular or pedestrian traffic.
 - D. Engaging in any willful act which disrupts the normal operation of the school community.
 - E. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - F. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
 - G. Leaving school without permission.

Level 2 Infractions

Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:

- 1. Disregarding the authority and/or directive of school personnel in a manner which substantially interferes with the teacher's ability to teach and the students' ability to learn.
- 2. Intentional or reckless shoving, pushing, or engaging in minor altercations (e.g. pushing past another student).
- 3. Intentional or reckless damage to school property.
- 4. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
- 5. Plagiarism
- 6. Cheating
- 7. Copying
- 8. Altering records
- 9. Assisting another student in any of the above actions

Level 3 Infractions

Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such this type of behavior include, but are not limited to:

- 1. Attempting to engage in or perform an act of violence.
- 2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
- 3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 4. Defamation, which includes making false or unprivileged statements or representations about an individual that harm the reputation of the person.
- 5. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
- 6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
- 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of

bodily harm.

8. Hazing, which includes an induction, initiation or membership process involving harassment (see Policy 0115, Student Harassment and Bullying Prevention and Intervention, for a more complete definition).
9. Selling, using, distributing or possessing pornographic or obscene material.
10. Using vulgar or abusive language, cursing, swearing, gestures, or symbolism including, but not limited to derogatory slurs that target individuals for their race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability. An example of such symbol includes, but is not limited to, any display of swastikas.
11. Smoking, using, possessing, or selling, a cigarette, cigar, pipe, electronic cigarette (vape), or chewing or smokeless tobacco.
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling.
14. Indecent exposure: The intentional exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
16. Off campus altercations with a nexus to (i.e. connection to or effect on) the school community. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes, but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).
17. Inappropriate public sexual contact on school premises or school related function
18. Intentionally or recklessly damaging or destroying school district property (including Chromebooks).
19. Sexual harassment.

Level 4 Infractions

Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to: an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property.

1. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
2. Displaying what appears to be a weapon.
3. Threatening to use any weapon.
4. Intentionally destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property.
5. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, THC, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
6. Inflicting /attempting to inflict serious injury upon another student or person.
7. Planning, instigating, or participating with one or more students in an incident of group violence.
8. Engaging in any non-consensual sexual contact of any kind.

On school buses:

Students must not engage in misbehaviors otherwise prohibited by Levels 1 –4 of this section while on a school bus. Students must remain seated, keep objects and body parts inside the bus, and obey the directions from the bus driver or monitor. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

BCSD Code of Conduct Supports & Consequences Chart

Level 1 Response

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> A. Student/Teacher Conference B. Formal meeting between student and supervisor to address behavior and understand consequences. C. Parent – Teacher Conference D. Removal from classroom by Teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). E. Restorative Practice

BCSD Code of Conduct Supports & Consequences Chart Continued...**Level 2 Response**

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> A. Student/Teacher Conference B. Formal meeting between student and supervisor to address behavior and understand consequences. C. Parent – Teacher Conference D. Removal from classroom by Teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). E. Restorative Practice F. In school suspension G. Principal's suspension (1- 5 days) H. Superintendent's suspension (6 days or more)

BCSD Code of Conduct Supports & Consequences Chart Continued...**Level 3 Response**

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> C. Parent – Teacher Conference D. Removal from classroom by Teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). E. Restorative Practice F. In school suspension G. Principal's suspension (1-5 days) H. Superintendent's suspension (6 days or more)

BCSD Code of Conduct Supports & Consequences Chart Continued...**Level 4 Response**

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> G. Principal's suspension (1-5 days) H. Superintendent's Suspension (6 days or more)

The Dignity Act Coordinator(s)

The Dignity Act Coordinator(s) are as follows:

Beacon High School
Elisa Soto, Principal
soto.e@beaconk12.org

JV Forrestal Elementary School
Crystal Sessoms, Principal
sessoms.c@beaconk12.org

Rombout Middle School
Brian Soltish, Principal
soltish.b@beaconk12.org

Glenham Elementary School
Cassandra Orser, Principal
orser.c@beaconk12.org

Sargent Elementary School
Brian Archer, Principal
archer.b@beaconk12.org

South Avenue School
Laura Cahill
cahill.l@beaconk12.org

Their duties are as follows:

- a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
- b. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
- c. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
- d. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
- e. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
- f. Address and investigate issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- g. Address personal biases that may prevent equal treatment of all students and staff.

Wellness Policy Regulations: Outdoor Recess Effective Beginning 2018-19 School Yr.

During typical winter days, common sense requires us to look beyond a specific temperature and consider factors such as wind chill, whether the ground is frozen or the sun is shining, how well students are prepared to play outdoors (jackets, gloves, and hats), and the length of time to be spent outside.

Deciding when students play outside remains the responsibility of the principal, based on his/her professional judgment and is a judgment call on a day-to-day basis. The decision-making process may also vary from grade to grade.

The following are expected guidelines to follow in order to adhere to the district's wellness policy # 5405 on recess.

- In conditions of **rain, snow, sleet, or when the temperature is below 26 degrees** with/without wind chill factors students will **remain indoors for recess.**
- **Principals will check weather advisories and weather service announcements,** as well as outdoor conditions in areas **used for recess to inform daily decisions.**
- Principals will **include outdoor recess information** in the school's **student/family handbook each year.**
- Principals will send **reminder letters and notifications to families at the beginning of the winter season regarding outdoor recess and the district's regulation.**
 - Additional **reminders may be sent as determined necessary by the principal** throughout the winter season. This includes reminders that **children will need to be properly dressed for cold weather conditions which may include boots, hats, gloves, and a warm coat.**
- Children with **special health conditions, in particular asthmatic children, may require special accommodations during cold weather** which will be included as part of a 504 Accommodation Plan or Emergency Medical Plan;
- **All students will go outside unless they have a note** from either a parent/guardian or a doctor for short term, acute health needs.

Principal will work with **student support services staff in the school, such as social worker, nurse, and/or school psychologist in order to support families** as needed to determine individual student needs for exemptions to outdoor recess, or support with **ensuring students are dressed appropriately for winter weather conditions.**

TELEPHONE DIRECTORY

JV FORRESTAL ELEMENTARY SCHOOL 845-838-6900

Main Office/Principal	-	5601
Attendance Office	-	5602
Kitchen/Cafeteria	-	5606
Nurse	-	5310
School Psychologist	-	5608
Social Worker	-	5642

DISTRICT ADMINISTRATION 845-838-6900

Board of Education Office	-	2001
Food Services	-	2012
Maintenance & Technology	-	3395
Special Education		
● Pre-School	-	2004
● Elementary	-	2007
● Middle/High School	-	2026
● Outside Placement	-	2028
● Medicaid	-	2020
Transportation	-	2701