



Student Handbook

2009-2010

**Park Avenue Elementary
School**

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Ms. Jude Mehlenbacher, Head Teacher**

Park Avenue Elementary School

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Park Avenue Elementary School - Staff 2009-2010

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Main Office Secretaries	107	Mary Luthin
	107	Claire Riley
Nurse	103	Kathy Henne RN
Attendance	103	Roberta Brown
Meeter/Greeters	Lobby A.M.	Dawn Jennings-Trone
	Lobby P.M.	Lorraine Negron
Kindergarten	Room	
	201	Dori Myers
	203	Regina Thorp
	204	Rich Pellegrino
	208	Lorie Ingber
	209	Donna Berghahn
Grade 1	201	Dori Myers
	149	Charleen Sommerlad
	150	Maureen Nelsen
	151	Jennie Priovolos
	153	Cathy Hobart
Grade 2	110	Carrie Ann Greiner
	156	Noreen Meehan
	157	Carolyn Barnes
	158	RoseAnne Kuzmiak
Grade 3	154	Tina Ferraro
	155	Robyn Eaton
	152	Donna Denny
	310	Mary Dolan
Grade 4	307	Patricia O'Connor & Carla Overbey
	308	Carolyn Weyant
	309	Julie Smith
	311	Sherry Wishnia
Grade 5	301	Jamie Canevari & Claudia Gerbino
	303	Alexia Antonaidas
	305	Diane Kilbride
	306	Tia Thomson & Claudia Gerbino

**Park Avenue Staff – (Cont.)
2009-2010**

Art	211	Nicole Heller
Instrumental Music	114	Peter Van de Water
Librarian	128	Polly VanderKruik
Library Clerk		Karen Thompson
Physical Education	121	Judith Mehlenbacher Matthew Carcaterra
Psychologist	128 A	Tricia Hauk
Reading Specialist	126 214 314	Joy O’Leary Geraldine Darby Jacqueline Maher
Speech	206 206	Ann Ferris Shannon Pravetz
School Counselor	138	Jeanette Myrick
Vocal Music	100	Melinda Kessler
Occupational Therapist	101	Kate Wilson Celeste McAteer
Computer Lab	157	Joy Fuca
Instructional Aides		Kathleen Makuch Karen Laiso Kathy Etheridge Nancy Jacobsen Nancy Delaney
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Night Custodians		Thomas Smith Scott Caswell Roy Quakenbush
Lunch Monitors		Food Service
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Mary Murphy		Annette Muller
Ann Schabillon		Mona Mason
Diane Trimlet		Donna Kowal
Theresa Mehling		
Jennifer DeFreese		

Welcome to Park Avenue Elementary School

This handbook has been compiled to be used as a reference throughout the school year. It simply indicates and points out matters of routine and policy in the daily operation of our school.

A well-rounded school program provides enormous rewards for the student, the school, and the community. A successful school program provides powerful possibilities and unique opportunities for every student. Its power ultimately lies in its capacity to raise human beings to higher levels of human experience and understanding.

Building Procedures

Attendance

Good attendance and punctuality are necessary for academic achievement. Please make every effort to have your child in school each day on time.

School begins at 8:45 a.m. Dismissal is at 3:15 p.m. Students are not permitted to go to their rooms before 8:35 a.m. Prior to this time, there is no supervision for children; therefore, please do not bring or send your child to school before 8:35 a.m. **In addition, parents and students are not permitted in the building, before or after school hours unless participating in a school/PTA sponsored activity or district approved community activity.**

Children are required to bring in a written excuse, signed by their parent or guardian explaining their absence. The child should bring the excuse on the first day back at school after an absence.

It would be helpful if you would call the school and let us know why your child is absent. If possible, please call 986-7703 between 9:00-11:00 a.m. If we do not receive a call from you, as part of our attendance policy, we will be calling to make sure that you are aware of your child's absence.

Students absent from school may not attend after school activities on the same day unless approved by the school principal.

Please see the Comprehensive Attendance Policy attached to the back of the handbook.

Visitors and Volunteers

Visitors and volunteers are always welcome to Park Avenue. Please keep in mind that visitors and volunteers must make arrangements with the classroom teacher 24 hours in advance of their arrival. Parents wanting to eat lunch with their child may do so once per month. The Sign-in Sheet is located at the Meeter/Greeter Station in the lobby. All visitors and volunteers must enter through the front entrance, sign-in, and receive a visitor's badge. Please be prepared to show identification, especially if the staff member present does not recognize the visitor or parent. Please wait until our personnel notifies the classroom teacher that you have arrived.

The following areas where volunteers are needed:

- Working with students under the direction of the teacher.
- Clerical work for teachers.
- Tape recording books and other material.
- Special projects.
- Library.

Hours can be arranged at your convenience, but prior approval must be obtained from the teacher. Notices will be sent home with information about the volunteer program after school begins.

Permission To Leave The Building

When it is necessary for you to take your child from school, either at an early hour or from the bus at dismissal time, you must make arrangements with the office in writing. You may bring in your own note, or fill out the form that is available at the Meeter/Greeter desk. In addition, parents/guardians requesting an early dismissal must also see the Meeter/Greeter and sign their child(ren) out of school. Parent/Guardians are still required to submit a note or complete the appropriate form when requesting an early dismissal. Please be prepared to show identification, especially if the staff member present does not recognize the visitor or parent.

Teachers and bus drivers will not release a child without notification from the office. *A child who has not brought a note from a parent will be placed on the bus at dismissal (3:15p.m.), if the parent is not at school when it is time for the busses to leave.*

Home Schooling During Extended Illness Or Injury

When serious illness or injury requires that a child be absent from school for an extended period (one month or more), the services of a home teacher may be supplied.

Lunch and Recess

A hot lunch program is in operation in the elementary schools. Milk and snacks are sold separately for students who bring their lunch.

Students' lunches are \$2.00 and breakfast \$1.00. Lunch and breakfast tickets may be purchased for 20 lunches and or breakfasts. The price is \$40.00 for a lunch ticket and \$20.00 for a breakfast ticket. Checks may be made out to: Warwick Valley Central School Food Service Dept. This aids in a more efficient movement of students through the lunch line.

Parents are asked to put the child's name on lunch boxes, gloves, hats, coats, sweaters, boots, etc. to aid in the recovery and return of these items. Please understand that by July 1st of each year unclaimed items will be donated to a local charity or discarded.

If you decide not to buy the lunch ticket for your child, please provide a suitable way for your child to carry his or her lunch money. Discuss ways of safeguarding this money.

A menu will be sent home monthly.

Students may go outside throughout the school year for recess. It is vital that you dress your child appropriately for the weather conditions. Boots, hats, gloves, and warm coats are necessary for snowy, cold weather.

Lost And Found

There is always a collection of valuable items, sweaters, coats, hats, lunch boxes, eyeglasses, watches, etc., in the lost and found. Items of lost clothing are placed on a table by the meeter/greeter. Lost eyeglasses, watches and jewelry are kept by the meeter/greeter.

School Phone

Please encourage your child to remember items necessary on a daily basis – homework, sneakers, lunch, etc., as children will not be permitted to use the school phone to secure these things. Helping children to be responsible develops self-discipline and independence. In addition, please have contingency plans in place for early dismissals and emergency closings that do not require your child/children to call home for instructions. In an emergency, we need our phone lines accessible to outside calls in order to prepare and implement plans that will keep our children and staff members safe.

Use of Buildings & Grounds

The Warwick Valley Central School District shares with you the pride of having, utilizing and maintaining adequate school facilities. Resident, non-profit groups are granted the privilege of using school facilities for a variety of reasons after the school day.

For information regarding district policy, rules and regulations, and use of district facilities please visit our district homepage at <http://www.warwickvalleyschools.com/>

School Closing

When there is a scheduled school closing for a holiday or a teachers' conference, a notice will be sent home.

Occasionally, there will be an **Emergency Closing of School** due to power failure, road conditions, or other unforeseen situations. When this occurs, the following radio stations are notified immediately as to the time of dismissal.

WDLC-WTS	Port Jervis	1490 AM	96.7 FM
WHUD-WLNA	Peekskill	1420 AM	100.7 FM
WALL	Middletown	1340 AM	92.7FM
WSUS	Franklin, N.J.		102 FM
WGNV	Newburgh	1220 AM	103.1 FM
WEOK-WPDH	Poughkeepsie	1390 AM	101.5FM
WBNR-WSPK	Poughkeepsie	1260 AM	104.7 FM

The necessary information can also be found on the district's website, www.warwickvalleyschools.com/. In addition, SNN (School News Notifier) is an opt-in e-mail alert system for which parents and residents can sign up to receive e-mail alerts from the district. This information can also be found by visiting the district's website.

Please do not call the school district regarding school closings. It is important that all lines be kept open for emergency communication.

If the weather conditions, such as a snowstorm or drifting conditions, dictate an early closing, the following procedure will be followed:

AM Dismissal – 9-12 goes home, then 6-8, St. Stephen/St. Edward's then K-5.

PM Dismissal - Same sequence as for a.m. dismissal. Announcements will be made via radio and the necessary information can be found on the District's Website, www.warwickvalleyschools.com/. There will be an approximate 45 minute interval between dismissals.

Clubs, Intramurals, and Extra Help

Throughout the year a wide variety of activities are planned for students before or after regular school hours. An activity bus run is provided at Park Avenue on Thursday afternoons. The bus(es) will leave the building at 4:15 PM and we believe that the last student will arrive home by 4:45 PM. This will also be an opportunity for students to stay after school on Thursdays for extra assistance from their teachers. Arrangements must be made in advance with your child's teacher.

Homework Guidelines

During the year students will bring work to be completed at home. Parents can help at home by providing a place for the child to work, setting aside a time for homework so that distractions are kept to a minimum, showing an interest in the child's work, and demonstrating a belief in the value of education.

I. Purposes of Homework

1. To reinforce skills through drill.
2. To reinforce material covered in class by review.
3. To provide the pupil with a method for reflecting on ideas presented.
4. To provide a means for developing desirable habits such as completing work on time, budgeting one's time, and promoting growth in responsibility.
5. To introduce new work as a prerequisite for meaningful discussion.
6. To bring pupils into contact with out-of-school resources.
7. To broaden and enrich the knowledge of a pupil.
8. To encourage pupils in the process of self-education and self-direction.
9. To allow for differences in the ability, achievement, and interest of the pupils.
10. To provide a means by which parents can see what is taking place in the school.

II. Characteristics of Desirable Homework Assignments

1. Pupils should clearly understand the purpose of the assignment as well as what the assignment actually is.
2. Homework should be meaningful and not "busy" work.
3. Homework should not be used for disciplinary purposes.
4. Some assignments should be given to be completed over a period of time.
5. Assignments should be evaluated by the teacher.
6. Some assignments should take into account differences of pupils in a particular classroom and, therefore, appropriately differentiated.
7. Assignments should try to encourage pupils to go beyond what is actually assigned.
8. Assignments should be reasonable for the pupils both in terms of sophistication and the length of time it takes for their completion.
9. Assignments should not overload the student.

III. Types of Homework Activities

1. Continuation of work begun in class.
2. Drill in fundamental skills.
3. Review of material.
4. Research for long-term projects.
5. Gathering of materials and a systematic presentation.
6. Purposeful seeking for ideas and information through observation of the world around us.
7. Experimentation to uncover fundamental truths.
8. Textbooks, library materials, reference works, and recreational reading.
9. Make-up of essential and appropriate work missed due to absence.
10. Memorization of facts.
11. Catch-up when schoolwork is missed because of absences.

IV. Length of Homework Assignments

Because pupils differ in the ease and speed with which they learn, it is not possible to set down strict guidelines as to the length of the assignments.

The following is only a general idea of what is expected in the Warwick Valley Central Schools:

Kindergarten

Nothing is assigned regularly except perhaps certain skill areas. At times, pupils are asked to complete something that is started in class. Special assignments are given to certain pupils as the need arises.

Grade 1

Emphasis is placed on regular reading and vocabulary practice at home. At times, pupils are asked to complete something that is started in class. Special assignments are given to certain pupils as the need arises.

Grade 2

Twice a week students will have a specific homework assignment to be completed in pencil and returned the next day.

Grades 3-5

Regularly assigned work should take from one-half hour to one hour each evening to complete. At times, assignments of recreational reading are made.

V. Role of the Home

1. Cooperate with the school in making homework effective.
2. Understand what the school expects homework to accomplish.
3. Provide conditions, which will be conducive for studying.
4. Give the pupils more responsibility in the planning of their homework schedule as the pupils progress through the grades.
5. Encourage the pupils to work independently.
6. Encourage the pupils to do the best of which they are capable.
7. Take an active interest in what the pupils are doing.
8. Communicate with the school about homework.

The Warwick Valley Central School District recognizes and emphasizes the importance of reading as a means of self-education. Pupils should be continuously encouraged to pursue this activity.

Health Services

School nurses provide educationally-oriented health services to promote, protect, maintain and improve the health of our students. The school health program is based upon the premise that the health of pupils will be reflected in a greater effectiveness of the total school program. School nursing personnel act as a liaison between home, school and the medical community regarding medical concerns.

Physicals

The New York State Education Law requires that school children in grades K, 2, 4, 7, 10 and students new to the district have a physical appraisal.

If you plan to have your family physician examine your child, please return the Annual Physical Examination Form, completed by your family physician, before October 1st. After this date, the school physician reserves the legal right to make a physical appraisal of all pupils for whom we have no report.

Students new to the District after the beginning of the school year:

New students who choose to have a private physician perform the physical exam will be allowed 28 calendar days (from the date of registration) to return the completed physical exam form.

New York State Law requires students age 8 through 16 be screened annually for scoliosis.

Note: It is the policy of the school to ask parents to keep their children home if they show signs of a cold or other infection. If a child has had a fever, he should not return to school until his temperature has been normal for at least 24 hours.

Required Immunizations For School Entrance

New York State Law REQUIRES that children entering school MUST HAVE the following immunizations:

Oral Polio – three or more doses

Measles Vaccine – two doses

Rubella – one dose

DPT – three or more doses

Hepatitis B – three doses

Mumps Vaccine – one dose

(Measles, Mumps, Rubella must be after your child's first birthday)

Kindergartners and all entrants born on or after January 1, 1985 are required to show proof of having received two (2) vaccinations against measles. The second measles vaccine should be given between four and six years of age. The American Academy of Pediatrics recommends that all students receive two (2) doses of measles vaccine.

Kindergartners and all entrants born on or after January 1, 1993 are required to show proof of having received 3 vaccinations against Hepatitis B.

The Orange County Department of Health holds free immunizations clinics at Mt. Alverno on Grand Street every other month from 9:30 a.m. to 10:30 a.m. Your child must be accompanied by a parent/guardian and have a copy of past immunizations with them. Please arrive no later than 9:30 a.m. The phone number for Mt. Alverno is 986-2267.

Medication

According to New York State Law, there is a definite procedure for our nurses to follow before any kind of medication can be given to a child in school. The law requires the following steps:

1. The school nurse must have a written order, signed by a doctor, giving the following information:
 - (a) Name of medicine
 - (b) Reason for giving
 - (c) Dosage
 - (d) Time
 - (e) Number of days to be given
2. It must have a professional label.
3. It must be brought to the school nurse and/or picked-up by an adult. **Under no circumstances is a child to bring medication to school.**

4. The parent or guardian must submit a written request to the school nurse to give the medication as directed.
5. The medication will be destroyed seven days after the final dosage is required. (The unused medication may be picked up by the parent within this period).

Discipline Policy

Code of Conduct

As of July 1, 2001, Districts are required to give a copy of the Code of Conduct to all students, staff, and parents. The Code will be distributed at the beginning of each school year to the above groups under a separate cover. If you do not receive a copy of the Code of Conduct by September 30, please contact the school's main office for a copy.

Bus Conduct

Parents are asked to reinforce the following rules by periodically discussing them with their children.

1. Children cannot change buses except in an emergency situation. Any emergency change must have prior approval from the Transportation Department 987-3035 and Building Principal.
2. Bus pick-up points and departure points must be consistent. A child may be picked up at one point and dropped off at another as long as this takes place every day.
3. While waiting for the bus, children should stay out of the road and wait without pushing and shoving.
4. Children must remain seated while the bus is moving.
5. Heads, arms, and hands are to be kept inside the bus.
6. Nothing is to be thrown from the bus.
7. Eating is not allowed on the bus.
8. Pushing, throwing things, and improper or loud, boisterous talking is prohibited.
9. Drivers are in charge of all pupils on the bus. Students must respect their directions, take the seat assigned and assist the driver to do the job of bringing the children to and from school safely.

A child who persistently misbehaves on the bus will be reported to the Principal by the use of a Bus Discipline Report filled out by the driver. Upon receipt of the first such report, the Principal will speak to the student and notify the parent.

If a second Discipline Report is received, the Principal will again speak to the child and will notify the parents in writing.

Should a third report be received, the student's bus privileges will be suspended for a period of up to five days, after the parents are notified.

Electronic Games and Cards

Electronic games, CD players, cassette players, radios, and specialty cards (for example, Pokemon cards) are not permitted in school. Please remind your children to keep these items at home.

Programs

English Language Arts

The K-5 ELA Program at Warwick Valley Central Schools represents a comprehensive plan of instruction that focuses on all students achieving literacy success. The Houghton Mifflin Reading Program is a Board of Education approved program that is built on a solid foundation of scientific-based research. Explicit, systematic instruction based upon learning profiles, interest, affect and academic readiness.

This comprehensive program provides...

- Beginning reading success with thorough development of oral language, phonemic awareness, letter recognition, phonics and blending skills, and high frequency vocabulary recognition.
- Early reading fluency with hundreds of selections of engaging decodable text to trade book literature.
- Independence and confidence in readers with gradual transition from decodable text to trade book literature.
- Consistent development of comprehension strategies and skills, starting in kindergarten and increasing in emphasis as students move into the intermediate grades.
- Comprehensive assessment system to diagnose, inform and document student progress extensive support to reinforce.
- A comprehensive collection of literature resources to meet the independent reading and fluency development needs of students.

The Houghton Mifflin ELA Program creates a balanced approach to literacy development that includes:

- reading phonics and decoding
- reading comprehensive skills and strategies
- spelling
- vocabulary skills
- reading-writing workshop
- grammar, usage and mechanics
- learning to write and writing to learn
- listening and speaking skills
- cross-curricular content connections

Process Writing

Process Writing is a natural way of writing in which students learn and move through several stages. It is a method of learning in which children connect ideas through gathering, sorting, preparing, sharing, discussing information, and fine tuning their efforts into a publishable form.

- Process Writing is usually based on the following guidelines:
- Students write every day and writing becomes a natural part of the curriculum.
- Students' writing comes from personal experiences, shared stories, and/or researched information.
- Students learn to write for specific purposes and audiences.
- Writing is integrated into science, social studies, reading, math, music, and art instead of being isolated as a separate subject.
- Students learn that writing is a holistic process that connects:

Prewriting (gathering of ideas, planning)
Drafting (beginning to assemble the ideas)
Revising (improving what has been written)
Editing (searching for errors in spelling, grammar, and punctuation)
Publishing (sharing a final piece with an audience)

- As the students mature and develop as writers, they learn that assessment is designed to help them write better. The guidelines for evaluating writing emphasize:
 - the development of a topic using a logical plan of organization;
 - the development of ideas through use of examples, reasons, and details;
 - the use of a variety of sentences;
- the use of appropriate and correct language;
- the use of acceptable spelling, punctuation and grammar so that it does not interfere with communication.

As a parent, allow your child to see you engage in various writing activities. Share lists, notes and letters written at home or on the job. Discuss the importance of writing so that others will comprehend what has been written. Read many different kinds of books with your child on a regular basis. When children are exposed to a variety of literature, they are also being exposed to many different forms of writing.

Encourage your child's writing and be supportive of his/her progress.

Mathematics

In grades K – 5, students use the Scott Foresman series. In addition to developing basic number concepts and skills, these series offer remedial and enrichment materials as well as problem solving activities for students at all levels.

A formal testing program is an integral and on-going part of the math program. Chapter tests are given throughout the year to assess individual student progress.

As part of the program, students use the hands-on materials suggested by the National Council of Teachers of Mathematics. Skills and concepts are developed through individual and small group instruction.

Science

The Science Program teaches learning outcomes in the physical life, earth science and human body areas. As a basis for instruction, the Scott Foresman series provides scientific knowledge and designs for hands-on process experimentation at all levels. Curriculum links throughout the text support science while building important content connections with other subject areas.

The Science Curriculum is inquiry based emphasizing higher order thinking skills.

Social Studies

The Social Studies Curriculum for the elementary student encourages interdisciplinary learning organized around five perspectives: social, political, economic, geographic, and historic.

The district builds citizenship skills and a multicultural awareness in our students by including activities, information, and experiences about racial, ethnic, geographic and socio-economic diversity.

The Social Studies Program initially focuses on helping the students develop awareness of themselves as growing and changing individuals and the need to develop social interaction

skills. Based on respect for themselves and others, students explore roles and responsibilities within families, schools, rural, urban, and suburban communities as well as global communities.

Information from a variety of resources includes children's literature, textbooks, and authentic experiences.

Arts in Education

An important objective of an elementary school program is that the child shall become creative and shall learn to admire and seek beauty. Throughout school life, in all learning areas, the arts are engaged to educate through all the senses. Therefore, the arts are seen in both its creative (performing) and aesthetic (appreciative) aspects as an essential element of the total school curriculum.

Art (Visual)

Students participate in art class once per six-day cycle for twenty-weeks and twice per six-day cycle for 20 weeks. Art has structure, within a broad dominion, a vast history, a varied technology, and a developed pedagogy. The structure of art incorporates its history in many cultures, media, techniques, and creative problem solving. At the center is the structure of art principles (unity, variety, contrast, etc.) and art elements (color, texture, line, form, mass, etc.). Art structure can be taught in any period of childhood development, using any personal approach that is honest. The effectiveness of the elementary art education program is directly related to the environment within which the program operates.

Music

The District offers a comprehensive program in grades K – 5. Students participate in general music class:

Kindergarten – Grade 2, twice per six-day cycle for twenty-weeks and once per six-day cycle for twenty weeks.

Grades 3-5, once per six-day cycle for general music.

General Music Class Activities

- Students will participate in several activities for each class: singing, listening, creating, reading, and writing music.
- Discussions, which may include content, composer, background, and style of all music presented.
- Correlation to other arts or sciences when appropriate.
- Listening sessions accenting objectives in chosen songs.
- Involvement of students, whenever possible, through creative movement, singing or instrument playing (Orff, rhythm instruments, and recorders).

Choral Music Program Goals

All third, fourth, and fifth grade students are required to participate in chorus. The study of choral singing in an ensemble setting promotes human growth and development in five vital areas: intellectual, emotional, physical, aesthetic/creative, and personal.

Instrumental Music Program Goals

Students may elect to participate in band or orchestra at the beginning of fourth grade. The study of an instrument both individually and in an ensemble setting promotes human growth

and development in five vital areas: intellectual, emotional, kinesthetic, aesthetic/creative, and personal.

Library Media

The Library Media Program at Park Avenue School introduces students to the finest in children's literature, while, at the same time, seeks to develop those basic skills of inquiry and analysis that are essential to the well-rounded individual.

Students have an opportunity to regularly visit the library with their class where they are given the opportunity to borrow books. In addition, the librarian works with the classroom teacher and students are also introduced to the literature and/or information resources appropriate for their level.

The library is always available to students who need further help selecting reading material or finding information using our various print and electronic resources.

Parents can help make their child's library experience even more rewarding by helping the children in the following ways:

- Show interest in your child's library books - research shows that the single most important factor in learning to read is being read to regularly from a young age. Help your child learn to love books by sharing those he/she has brought home.
- Help your child remember what day his/her class visits the library - with some help your child will learn to become responsible for returning his/her books on "library day".

Help your child find a special place to keep library books - by finding a safe spot for the books, they are less likely to become lost or damaged.

Physical Education

Our primary goal is to teach every child, from the physically gifted to the physically challenged, how and why they should keep themselves healthy and fit. In our physical education program, we provide learning experiences which are developmentally appropriate and will teach children how to be physically active in ways that increase physical competence and self esteem. We achieve this by:

1. Our physical education curriculum includes a balance of skills, concepts, game activities, rhythms, and gymnastic experiences designed to enhance the cognitive, affective, and physical development of every child.
2. We provide experiences that encourage children to question, integrate, analyze, apply cognitive concepts, and gain a wide multi-cultural view of the world.
3. Throughout the year we teach activities that allow children the opportunity to work together to improve their emerging social and cooperation skills. These activities also help children develop a positive self concept.
4. The New York State Physical Fitness Test is used as part of the process of helping children understand, improve, and/or maintain their physical fitness.
5. Children are taught exercises that can keep the body in proper alignment, thereby allowing the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments, and tendons.

Some things that parents/guardians can do to help us achieve our goals are:

1. Make sure your child is prepared to participate with appropriate footwear, loose, but not baggy clothing.
2. If appropriate, provide protective eye wear and no jewelry for safety purposes.

3. Encourage your child to at least attempt the activities on a given day. When it is absolutely necessary to dismiss your child from physical education, please list specific activities that your child can participate in as it is against New York State regulations for a child to not attend a physical education class.

4. Attend as many sporting events as possible with your child. It is very difficult for a child to grasp the whole picture of a sporting event, or how all of the small pieces fit together to make up the whole without visualizing it.

Computer

The Computer Lab at Park Avenue is open during the school day to aid and assist classroom teachers and students. The lab is open before and after school to allow teachers to use any of the utility programs available and to view software. In September, teachers schedule their students for time in the lab. We provide reinforcement of skills taught in the classroom, along with instruction of keyboarding, word processing, and first-time use of software.

Each class comes to the lab once every six days for approximately 35 – 40 minutes. They may come with their teacher or by small groups. Teachers are able to sign up for additional time in the lab to be used for special projects. These projects may include word processing to produce stories, poems, reports, and newspapers. This work is then printed out and duplicated for the classroom teachers.

There is daily teacher contact concerning what software is best suited for the skill being taught in the class.

We have built a library of software that aids the teachers in all subject areas. New software is recommended after conferring with appropriate grade level teachers.

When the software is purchased, it is previewed. A summary of each item on the disk is sent to the teachers for his/her Computer Software Review Book. These books are collected yearly and updated. We also have on file documentation for much of the software. Teachers may come to the lab for informal hands-on previewing sessions.

Classroom computers are maintained and kept in working order. We also provide teachers with appropriate software to be used in the classroom.

Partners In Education (P.I.E.)

Partners in Education (P.I.E.) is a program open to all families in the district with children entering 1st, 3rd or 5th grades. The program features a multi-age grouping and parents working with teachers as partners. The program conforms to all district and state guidelines and criteria. P.I.E. requires a two-year commitment. P.I.E. classes are currently offered in Sanfordville and Kings Elementary Schools.

PTA

We are fortunate in having an active, supportive Parent Teacher Association, and we are proud of it. All parents are urged to join the PTA and help with the projects run for the good of the students.

Meeting notices are sent home with the children. Meetings prove to be a valuable place to come together to consider topics important to the education of children.

Interventions

Early Intervention

The Warwick Valley School District has always supported Early Intervention Programs and Services. Our special area teachers (music, art, physical education, librarian, and speech) provide additional support to kindergarten students, reinforcing basic kindergarten skills. These skills may include listening, following directions, letter sounds, number recognition, fine motor and gross motor skills and/or social skills.

RTI Program

(Response to Intervention, Tier 2)

Response to Intervention Tier 2 services include additional instruction and support services that help our students maintain progress in meeting the New York State Learning Standards in English Language Arts K-12, Mathematics K-12, Social Studies 4-12, and Science 4-12.

Systematic identification procedures for monitoring and measuring student performance includes multiple sources of evidence that documents student progress. These procedures include:

- Teacher recommendation
- New York State and standardized tests, which include the TONYSS (Test of New York State Standards)
- Review of student records and report cards
- Classroom testing and work samples which includes the K-8 Literacy Folder

The intensity of services for students is based upon the level of the student's needs as determined through the multiple measures and sources of evidence. The number of times per weekly cycle range from once to daily for 35 minutes sessions.

Parent involvement includes notification of what and when services are provided; ongoing communication and opportunities to confer or call; student progress reports; and notification of end-of-year status.

Committee On Special Education

Children suspected of having physical, mental or emotional handicaps are referred for an evaluation to the school District's Committee on Special Education.

When a child is recommended for special education because of an educational handicap, an Individual Education Plan (IEP) is developed which specifies the services to be provided and the approach to be used to effectively address each child's needs.

The committee on Preschool Special Education also exists to address the needs of handicapped children from ages three to five years old.

Parents having preschool children suspected of having a handicapping condition are urged to contact the Office of Pupil Personnel, 987-3005. This will assist the special education department in addressing the child's needs now, as well as for future planning when the child is of school age and ready for Kindergarten.

School Psychologists & Counselors

Warwick's psychologists and counselors play a major role in the areas of prevention, intervention and remediation of school problems. They help identify and evaluate children with specific emotional, social, behavioral and learning issues. They provide either short-term or group counseling to students who are experiencing emotional difficulties as they relate to the school environment or academic expectations. In addition, they act as a resource to staff

members and parents in assisting and supporting them in working with children with special needs.

Social Worker

The school social worker intervenes in situations where behavioral, emotional, or social factors interfere with the student's ability to attain his/her educational potential. The social worker provides casework services, which include assessing individual student and parent concerns, providing individual and/or group counseling to students, and helping parents make use of appropriate community services.

Speech Services

Speech therapists work with youngsters who have a variety of speech and language disorders. Students having mild to severe articulation disorders are also seen. Therapists serve students classified by the Committee on Special Education as well as students who have special needs at the building level.

District Procedures and Policies

Kindergarten Registration and Screening

Kindergarten registration and screening takes place each spring in the Warwick Valley Central School District. To be eligible for Kindergarten the following fall, children must be 5 years old on or before December 1st in the same year they enter Kindergarten. The parents of all children who are on the school's census will receive letters regarding the screening and the requirements for registration in the mail.

Screening involves an experienced district team made up of teachers, speech therapists, psychologists, nurses and instructional aides.

The children visit six different stations where they are evaluated for their gross motor coordination, fine motor coordination, speech and language, vision and hearing, understanding of concepts, and the ability to express themselves. Parents provide information as to their child's health history, socialization skills, behavior, level of independence and attention span.

The purpose of this screening is to evaluate and identify children who may have special needs and require follow-up evaluations or who have any health or medical problems that will require special attention.

Student Records

Definitions

For the purposes of this policy, the Warwick Valley School District has used the following definitions of terms:

Student - any person who attends or has attended a school in the Warwick Valley Central School District.

Eligible student - a student or former student who has reached age 18 or is attending a postsecondary school.

Parent - either natural parent of a student, a guardian of an individual designated to act as a parent or guardian in the absence of the student's parent or guardian.

Education records - any record (in handwriting, print, tapes, film, or other medium) maintained by the Warwick Valley Central School District or an agent of the district which is directly related to a student,

except:

1. A personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record which is used only in relation to a student's employment by the Warwick Valley Central School District and which is maintained in the normal course of business.
3. Alumni records which contain information about a student after he or she is no longer in attendance at the district and the records do not relate to the person as a student.

Annual Notification

Parents and eligible students in attendance at the school district will be notified of their FERPA rights and the district's policy and procedures governing access to records annually by publication in their child's student handbook.

Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records based upon request.

Parents or eligible students should submit to the student's school Principal (or other appropriate school official) a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The Principal (or other appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

The Principal (or other appropriate school official) may require that an official be present during such inspection. No documents may be removed from school premises.

Access must be given within 45 days from the receipt of the request.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

Refusal to Provide Copies

The Warwick Valley Central School District will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student the right to inspect and review the records.

If the record involves answers to a standardized test, the District will not provide a parent a copy of standardized test questions.

Copies must be provided upon parent's request whenever:

- a. records are transferred to another school;
- b. information is released to a third party; and
- c. denial would effectively deny the right of inspection.

Fees for Copies or Records

The fee for copies will be pursuant to Freedom of Information Law (FOIL).

5500

Types, Locations, and Custodians of Education Records

The following is a list of the types of records that the Warwick Valley Central School District maintains, their locations and their custodians.

<u>TYPE</u>	<u>LOCATION</u>	<u>CONTACT PERSON</u>
Cumulative School Records	School Building Office	Principal
Cumulative School Records (Former Students)	High School Office	Record & Management District Office
Health Records	District Health Office or School Nurse	Health Coordinator
Speech Therapy Records	Office of Director of Pupil Personnel	Director of Pupil Personnel
Psychological Records	Office of Director of Pupil Personnel	Director of Pupil Personnel
School Transportation Records	School Bus Garage	Director of Transportation
Occupational & Physical Therapy Evaluations	Office of Director of Pupil Personnel	Director of Pupil Personnel
District Standardized Testing	School Building Guidance Office	Principal or Building Counselor
Educational Evaluations	Office of Director of Pupil Personnel	Director of Pupil Personnel
Guidance Files	Building Guidance Office	Assigned Counselor
Discipline Files	School Building Office	Principal
Occasional Records (student education records not identified above)	Principal will collect and make available at student's school	Principal

Disclosure of Education Records

The Warwick Valley Central School District shall disclose information from a student's education records only with the written consent of the parent or eligible student, except:

1. To school officials within the District who have a legitimate educational interest in the records.

A school official is:

- A person employed by the district as an administrator, supervisor, instructor, or support staff member.
- A person elected to the School Board.
- A person employed by or under contract to the district to perform a special task, such as an attorney auditor, medical consultant or therapist.

A school official has a legitimate education interest if the official is:

- * Performing a task that is specified in his or her position description or by a contract agreement.
- * Performing a task related to a student's education.
- * Performing a task related to the discipline of a student.
- * Providing a service or benefit relating to the student or student's family, such as health care, counseling, or job placement.

2. To officials of another school in which a student seeks or intends to enroll, upon request of such official.
3. To certain officials of the U.S. Department of Education, the U.S. Comptroller General, and the State and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid, as necessary, to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the district for the purpose of developing, validating or administering predictive tests, student aid programs and instruction.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of a dependent student who claim the student as a dependent for income tax purposes.
9. To comply with a judicial order or a lawfully issued subpoena, provided that a reasonable effort is made to notify the parent of the student or eligible student prior to compliance.
10. To appropriate parties in a health or safety emergency information is necessary to protect the health or safety of the student or others.

Record of All Requests for Disclosure

The Warwick Valley Central School District shall maintain a record of all requests for and/or disclosure of information from a student's education records, excluding requests of school officials and requests for directory information. The record will indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student.

Directory Information

The Warwick Valley Central School District designates the following items as Directory Information: student name, address, telephone number, date and place of birth. The District may disclose any of those items without prior written consent, unless notified in writing by the parent/guardian or eligible student to the contrary by the end of the first thirty days of the school year.

Correction of Education Records

Parents or eligible students have the right to challenge information in an education record and to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. The parent or the eligible student shall identify in writing the record or records which they believe to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student together with a statement of the reasons for their challenge to the record. This written challenge shall be submitted to the program director or his designee for a reply.
2. Warwick Valley Central School District may comply with the request or decide not to comply within 10 working days. If the request is refused, the district will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the decision.
3. Upon request, Warwick Valley Central School District will arrange for a hearing before a hearing officer and notify the parents or eligible student, reasonable in advance, of the date, place, and time of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an employee of the district. The parents or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or student may be assisted by one or more individuals, including an attorney.
5. Warwick Valley Central School District will prepare a written decision based solely on the evidence presented at the hearing within a reasonable time. The decision will include a summary of the evidence presented and the reason for the decision.
6. If the Warwick Valley Central School District decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that he/she has the right to place a statement explaining the challenged information and/or a statement setting forth reasons for disagreeing with the decision in the education records.
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the Warwick Valley Central School District discloses the contested portion of the record, it must also disclose the statement.
8. If the Warwick Valley Central School District decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parent or eligible student, in writing, that the record has been amended.

Cross-ref: 4712, Student Report Cards
5460, Suspected Child Abuse and Maltreatment

Adoption date: June 14, 1993

Revised: September 11, 1995

Revised: June 23, 2003

Effective July 1, 2003

Student Transfer

If a student transfers to another school, parents should notify the teacher and/or Principal at least two weeks in advance. Library books and textbooks must be returned before leaving.

WARWICK VALLEY CENTRAL SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION

It is the policy of the Warwick Valley Central School District not to discriminate on the basis of sex, race, color, religion, national origin, or disability in its education programs, activities, or employment. Any student or employee who believes he or she has been discriminated against has the right to make claim that his or her rights have been denied.

Sexual harrasment of students or employees is also a violation of Title IX of the 1972 Education amendments in that it constitutes differential treatment on the basis of sex. The Office for Civil rights of the U.S. Department of Education maintains jurisdiction over sexual harrasment complaints under Title IX and has adopted the following working definition:

Sexual harrasment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services, or treatment protected under Title IX.

Inquiries regarding this nondiscrimination policy and related grievance procedure may be directed to:

John Niedzielski, Associate Superintendent
Marijane Reinhard, Assistant Superintendent
District Office
P.O. Box 595
Warwick, New York 10990

**WARWICK VALLEY CENTRAL SCHOOL DISTRICT
STUDENT COMPLAINTS AND GRIEVANCES REGULATION**

DEFINITION

1. **GRIEVANT** shall mean a student who alleges that there has been a violation of Title IX or Section 504 regulations which affect him/her.
2. **GRIEVANCE** shall mean any alleged violation of Title IX or Section 504 regulations.
1. **COMPLIANCE OFFICER** shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under Title IX and/or Section 504.
2. **REPRESENTATIVE** shall mean any person designated by the grievant as his/her counsel or to act in his/her behalf.

Individual complaints and grievance shall be handled in accordance with the following guidelines:

1. Within thirty (30) days after the events giving rise to the grievance, the grievant shall file a grievance in writing with the Compliance Officer. The Compliance Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the complaint. All employees of the school district shall cooperate with the Compliance Officer in such investigations.
2. Within fifteen (15) days of the receipt of the grievance, the Compliance Officer shall make a finding in writing that there has or has not been a violation of Title IX or Section 504 of the Rehabilitation Act. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.
3. If the grievant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the grievance, the grievant may, within fifteen (15) days after he/she received the report of the Compliance Officer, file a written request for review by the Superintendent.

B. Stage II – Superintendent of Schools

1. The Superintendent may request that the grievant, the Compliance Officer, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the grievance and the facts surrounding it.
2. The Superintendent shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may appear and present oral and written statement supplementing their position in the case. Such hearing shall be held within fifteen (15) school days of the receipt of the appeal by the Superintendent.
3. Within fifteen (15) days of the hearing, the Superintendent shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX and/or Section 504 of the Rehabilitation Act, a proposal for equitably resolving the complaint.
4. If the grievant is not satisfied with the determination of the Superintendent, the grievant may, within fifteen (15) days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

B. Stage III – Board of Education

1. When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.
2. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within fifteen (15) school days of the receipt of the request of the grievant. All parties concerned shall have the right to present further statements and testimony at such hearing.
3. The Board shall render a decision in writing within fifteen (15) days after the hearing has been concluded.

COMPREHENSIVE STUDENT ATTENDANCE POLICY

All students are required by state law to attend school every day unless they have an excused absence. The Board of Education believes that regular attendance is important for educational success, since good achievement and good attendance go hand-in-hand. Poor attendance and excessive lateness are serious matters, which cause the loss of valuable instruction.

In accordance with state law and regulations it is the policy of the Warwick Valley Central School District to ensure the maintenance of adequate attendance records verifying the attendance of all children at instruction and the creation of the means to examine attendance patterns so as to develop effective intervention strategies to improve student attendance.

It is the objective of this policy to encourage that each student attend school on time, for the maximum number of days and instructional periods possible. In furtherance of this objective, the District shall utilize strategies such as positive attendance incentives and appropriate disciplinary and other consequences.

Excused and Unexcused Absences

The Board recognizes the following as excused absences for students, each of which must be verified by the student's parent/guardian or school personnel, where applicable:

1. Personal illness
2. Sickness or Death in the immediate family
3. Religious observance
4. Required attendance in court
5. Approved school-sponsored activities, including field trips, interscholastic athletics, musical and other competitions
6. Directed or authorized presence at the Administrative Offices or Nurses' Office
7. Quarantine
8. Emergency dental and medical appointments
9. Military obligations
10. Approved cooperative/work study program

11. College visitations (only for juniors and seniors), with the prior knowledge and approval of parents and counselors, so long as it does not exceed 4 days in a school year.
12. Motor vehicle road test appointments

The written excuse signed by the parent or guardian must be presented by the student on the day when returning to school following such absence or verbal parental notification on the day of the absence. The written excuse must state the date, length of time, and the reason for the absence.

Any absence not provided for on the excused list shall be deemed an unexcused absence.

All students are required to report to school on time and be ready for a full day of learning unless they have excused reasons for being late. Students arriving after the official start of school day will report to the attendance office where an admit slip will be issued. If an excuse from a parent is not presented, the tardiness will be shown as unexcused. An admit slip must be shown to the teacher upon entering class or the lateness is recorded as unexcused.

All students are to report “on-time” to all classes as assigned unless there are excused reasons for being late. Students reporting to class late should present a pass from the person who detained them, or an admit slip. A student who is late to class without an excuse will be reprimanded and disciplinary action taken.

Unexcused Absences

The following are examples of unexcused absences.

1. staying home to babysit
2. working
3. tiredness
4. oversleeping
5. shopping
6. traveling/vacation
7. inclement weather
8. missing the bus

Encouraging Student Attendance

- A. With the approval of the Building Administration, in consultation with guidance services, teachers at the elementary and secondary level shall utilize attendance incentives such as recognition of students with good attendance, and commendation certificates.
- B. Students who in the judgement of the administration have unexcused absences, tardiness and early departures will be subject to disciplinary action per the District Code of Conduct.

- C. Whenever a student exhibits a pattern of unexcused absence, tardiness or early departure, notice will be given by the Attendance Officer to the parent/guardian, in writing by certified mail and/or by telephone communication. The student shall be conferred with by the classroom teacher and/or a guidance counselor regarding the pattern in an effort to remediate the underlying problem. Notice shall also be given to the Building Principal who may also address the matter with the student and/or his/her parents/guardians.
- D. In the event that the school level interventions have not improved the student's attendance, the Principal may recommend interventions such as a Person In Need of Supervision (PINS) petition to the family court and/or contact with the appropriate social services agency to initiate a neglect petition.

Oversight Responsibilities

- A. The Building Principal and/or his/her administrative designee shall be responsible for reviewing student attendance records and initiating appropriate action consistent with this policy.
- B. The Board of Education shall annually review building level student attendance to determine if the comprehensive student attendance policy is effective.

Distribution of Policy

The policy shall be available and explained at student assemblies, at assemblies on open school nights (if any), and a plain language summary of the policy shall be prepared for distribution to parents/guardians. Each teacher and new teacher(s), promptly upon hire, shall be provided with a copy of the policy and any amendments thereto. Copies of the policy shall also be maintained by the District's Records Access Officer for issuance upon request by any interested party.

Adoption date: June 14, 1993

Revised: July 1, 2002

VIDEO CAMERAS IN SCHOOL AND ON SCHOOL BUSES

The Board of Education recognized its responsibility to ensure the safety and welfare of its staff and students in school and on school transportation vehicles, as well as to safeguard district facilities and property.

After having carefully considered and balanced the rights of privacy with the district's duty to ensure discipline, health, welfare and safety of staff and students, the Board supports the use of video cameras in its schools and on its buses. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Students found violating the district's code of conduct shall be subject to disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline. Staff found violating board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action in accordance with the law and any applicable negotiated agreement. Others may be referred to law-enforcement agencies.

All video recording will be stored and secured to avoid tampering and ensure confidentiality. Video recordings held for review of student incidents will be maintained in their original form pending resolution. Tapes then will either be released for erasure or kept as necessary as part of the student's record in accordance with established procedures governing access, review and release of student and other school district records.

Review of videotapes will be conducted by the Superintendent or his/her designee, Building Principals in cooperation with the Director of Buildings and Grounds and/or Director of Transportation, if appropriate, and any other individual designed by the Superintendent or his/her designee.

Adoption date: June 25, 2001