



SLCSD Mission Statement

We, the Saranac Lake Central School District, will develop resourceful students who are productive members of society.

September 2025

Dear Elementary Families:

We would like to take this opportunity to welcome you to the 2025-2026 school year! We are extremely grateful for the opportunity to work with such an exceptional group of students, families, and staff members and we are deeply committed to making a positive difference in the lives of your children. We look forward to seeing our families from last year, as well as getting to know those of you who are new to our Saranac Lake Central School District family.

This handbook contains important information about both Petrova and Bloomingdale Elementary Schools. Please read the handbook as a family to familiarize yourself and your child with our procedures and policies. Feel free to contact us or your child's teacher if you have any questions about the content of the handbook.

As parents, we encourage you to stay involved with your child's education throughout the school year. Communication is an essential component of a successful school/parent partnership. This partnership makes a great difference in your child's education. As we share in this responsibility for our children's success, we encourage you to volunteer and attend our many school functions throughout the year. Please consider joining your school's Parent's Club, and stay connected through your school website and Parent Square. Check Parent Square often for reminders and updates as well as for opportunities for our 21st Century After School Programming and family events.

Please feel free to contact the school at any time should you have any questions or concerns. Both Petrova and Bloomingdale School have a dedicated staff that is committed to providing you and your child with an outstanding elementary school experience and we will assist you in any way that we can. We look forward to an exciting school year!

Sincerely,

Bryan Munn
Petrova Elementary Principal
518-891-4221

Katie Laba
Bloomingdale Elementary Principal
518-891-3198

ARRIVAL/DISMISSAL ROUTINE

Students arriving after 7:35 a.m. will be marked tardy, and an excuse note must be provided. Students will need to be brought to the Main Office by their parent/guardian to sign in.

Petrova Elementary	Bloomingtondale Elementary
ARRIVAL: Parent/Guardian Drop Off: 7:15 a.m.-7:35 a.m.	ARRIVAL: Parent/Guardian Drop Off: 7:10 a.m.- 7:35 a.m.
ARRIVAL PROCEDURE: Parent/Guardian drop off will be on Petrova Ave. with preference to the curb side of the street for the safest drop off. Staff will be in place to help students walk down to their assigned entrance door.	ARRIVAL PROCEDURE: Students who are being dropped off, should not enter the bus circle. Students should be dropped off in the visitor parking area. Walk safely onto the sidewalk into the main entrance of the school.
DISMISSAL: 2:10 p.m. Parent/Guardian Pick Up 2:15 p.m. Bus Dismissal	DISMISSAL: 2:20 p.m. Bus/Parent Dismissal
DISMISSAL PROCEDURE: Door 1 (front of building) <i>Kindergarten Pick Up</i> Door 14 (Petrova Ave) <i>Grades 1-5</i>	DISMISSAL PROCEDURE: Parent pick ups should not enter the bus circle. Please pick up in the visitor parking area. Students will be brought out by a staff person near the library entrance.



POSITIVITY PROJECT FAMILY INFORMATION

"/ can sum up positive psychology in just three words-Other People Matter. Period. Anything that builds relationships between and among people is going to make you happy." -Dr. Chris Peterson

What is The Positivity Project?

The Positivity Project is a 501c3 non-profit organization dedicated to helping America's youth build stronger relationships by recognizing the character strengths in themselves and others. Their vision is to create citizens and leaders who will enhance our communities and country by internalizing the belief that "Other People Matter." Positive psychology's scientifically validated 24 character strengths serve as its foundation. Positive psychology teaches that people have all 24 strengths within them - and that character is not just skills or behaviors, but rather an intrinsic part of each of us.

The Positivity Project is not a program with strict guidelines. Instead, it educates teachers on the character strengths and relies on them to teach in a way that best meets their students' needs. It is a school-wide endeavor, grounded in the consistency of daily classroom instruction. Their model is holistic; it incorporates students, educators, and parents through regular interaction with character strengths, vocabulary and concepts.

The project will help educators instill vocabulary and the meaning of the strengths through explicit teaching of each strength for 10 minutes per day. Schools will dedicate 1-2 weeks to each strength to help students understand them through definition, examples, discussions, and exercises. Schools and educators are encouraged to tailor the materials for their own best use, as they know their students and curriculum better than anyone else.

What are the benefits of implementing The Positivity Project?

The Positivity Project ideals evolve throughout a student's whole school career. The 24 character strengths develop and gain more meaning for students as they grow. Once students learn the meaning of each strength and what it looks like, they can then be embedded into the curriculum in every subject area. The character strengths become a part of a common language and they will see them in everything that they do.

The Project teaches children by acknowledging that the 24 character strengths are already a part of who they are as people. It helps them to realize that each and every one of them have

these strengths. There is no system in place to reward students who demonstrate "Good Character". Rewards are fun to earn but they are finite because they are external. We want children to internalize the traits that society honors. Acknowledgement to oneself and realizing that you have the power to effect others in a positive way is much more meaningful and rewarding.

Positive character strengths can and should be acknowledged in the classroom, as it gives students a richer understanding of what the character strength looks like in their peer group. Students understand that they have their own "Super Power" and they will be acknowledged and valued for their own character strengths.

How can you help?

We would love for you to take an active role in your child's character strength education. By using the character strengths vocabulary and having discussions about the concepts, you will help your child understand the character in themselves and others in a different light. You can follow our social media handles to see what we're doing each day- and please feel free to reach out for more information or visit www.posproject.org.

CHARACTER STRENGTHS DEFINITIONS

Appreciation of Beauty & Excellence

You notice and value the world's beauty and people's skills. You don't take things for granted.

Bravery

You act with mental, moral, or physical strength even when you know things are difficult or scary.

Connection/Purpose

You have beliefs about the meaning of life and your life's purpose. You seek to be part of something greater than yourself.

Creativity

You come up with new and original ways to think about and do things.

Curiosity

You like exploration and discovery. You ask lots of questions because you want to learn more about anything and everything.

Fairness

You believe that all people have value. You approach situations with an unbiased mindset and treat everyone with respect.

Forgiveness

You forgive those who have done wrong. You accept that people make mistakes.

Gratitude

You are aware of and thankful for good things that happen.

Hope/Optimism

You expect the best from the future and work to achieve it.

Humility/Modesty

You do not seek the spotlight. You let your actions speak for themselves.

Humor

You like to laugh and bring smiles to other people.

Integrity

You are honest and speak the truth. You present yourself genuinely and sincerely.

Kindness

You are generous to others and you are never too busy to help out. You enjoy doing good deeds for other people.

Leadership

You value each member of your group and inspire people to do their best.

Love

You value close relationships with others and being close to people.

Love of Learning

You master new skills and topics on your own or in school.

Open-Mindedness

You like to consider new ideas and try new things. You examine things from all sides and don't jump to conclusions.

Perspective

You appreciate that people see things in different ways. You have the ability to understand the world from multiple points of view.

Perseverance

You complete what you start despite obstacles. You never give up.

Prudence

You plan for the future and achieve your goals by making careful everyday choices.

Self-Control

You have the ability to control your emotions and behaviors. You think before you act.

Social Intelligence

You are aware of other people's thoughts and feelings. You understand why they do things.

Teamwork/Citizenship

You work well as a member of a group or team. You are loyal and sacrifice your individual desires for the greater good.

Zest/Enthusiasm

You approach life with excitement and energy. You energize people around you.

SLCSD CODE OF CONDUCT

5300.00 Why Do We Have a Code of Conduct?

We, the Saranac Lake Central School District, believe every student has the right to learn and grow in a school environment where they feel safe, seen, valued, and respected. This Code of Conduct guides behavior and promotes equity, inclusion, and student success by fostering strong character, community, and social-emotional growth.

We understand that students do best when engaged in school and feel connected to caring adults. That's why we provide opportunities for all students to participate in meaningful activities that help them:

- Manage their emotions in healthy ways
- Show empathy and concern for others
- Build positive relationships
- Make thoughtful, responsible decisions
- Navigate challenges in a constructive way

A positive school climate is built on culturally responsive instruction, engaging learning, and proactive behavioral support. Educators and staff are encouraged to hold high expectations for every student, build authentic relationships, and consistently model inclusive and respectful behavior, especially during correction or discipline. This modeling is essential in teaching students how to contribute to a safe and welcoming school community.

Creating a respectful and affirming environment is a shared responsibility. In addition to school staff, families, and the broader community play a vital role in cultivating positive behavior and supporting students' personal and academic growth. Every adult in our community has a role in modelling empathy, integrity, and inclusion in all student interactions. Adults help students learn how to be contributing members of a caring community.

Appropriate conduct and strong character are demonstrated through a school culture that is civil, kind, healthy, and just. Discipline and student support strategies will be equitable, restorative, and relationship-centered, designed to repair harm, restore trust, and build community. When discipline is necessary, we approach it with fairness and a focus on learning. Our goal is to help students:

- Understand what went wrong
- Reflect on how their behavior affected others
- Consider better choices for the future
- Take age-appropriate responsibility for their actions
- Practice new strategies to make positive decisions
- Understand that repeated harmful behavior will lead to further consequences

Our discipline practices are rooted in respect and accountability. They are meant to be restorative and supportive, not just punitive, so students can learn, grow, and move forward positively.

We are committed to regularly reviewing our practices to ensure they work well for all students and reflect our core values of equity, inclusion, and student success.

STUDENT RIGHTS AND RESPONSIBILITIES

5300.15 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 a safe, healthy, orderly, and supportive school environment, all district students have the right to:

1. Learn in a school free from discrimination, bullying, and harassment.
2. Be treated with dignity, regardless of race, ethnicity, national origin, gender, sexual orientation, ability, religion, or family background.
3. Participate in all district activities on an equal basis regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression), sexual orientation, or disability.
4. Express themselves respectfully.
5. Be provided with clear and accessible information regarding school rules and expectations.
6. Be provided with clear classroom expectations regarding:
 - Course objectives, requirements, and state standards.
 - Grading criteria and procedures.
 - Assignment requirements (including the use of AI) and deadlines.
 - School and classroom rules and expectations regarding behavior.
7. Share their perspective and be heard during any disciplinary process.

B. Student Responsibilities

To help create a school environment where everyone feels safe, respected, and supported, all students are expected to:

1. Contribute to a positive school culture by treating others with kindness, respect, and empathy. Respecting others' personal space, identity, and boundaries helps build a school community free from bullying, harassment, discrimination, and violence.
2. Attend school regularly, arrive on time, and be ready to learn each day. Students are encouraged to put forth their best effort in academics, the arts, athletics, and extracurricular activities, striving for personal growth and success.
3. Respond respectfully to teachers, staff, and other adults who are there to support their learning and well-being. This includes using respectful language, positive body language, and active listening.
4. Adhere to school and classroom rules and expectations.
5. Be honest and take responsibility when speaking with school staff, especially when addressing concerns or conflicts. Students are expected to accept responsibility for their actions and reflect on how to make positive choices going forward.
6. Practice strategies to manage emotions, solve problems, and resolve conflicts peacefully and constructively.
7. Advocate for themselves and others appropriately and respectfully, including asking questions and seeking help when needed.
8. Represent the school with integrity and pride during school-sponsored events and activities, demonstrating fairness, respect, and good sportsmanship.

PROHIBITED STUDENT CONDUCT

Students may be subject to disciplinary action when they engage in conduct that is disorderly, insubordinate, violent or engage in any conduct that endangers the safety, physical or mental health or welfare of others. This expectation applies to all arenas of school, including conduct riding a bus or attending events off campus as part of the school day. Students are also prohibited from engaging in academic misconduct including, but not limited to, plagiarism, cheating, copying, altering records and/or assisting another student for any of the aforementioned.

Students may likewise be subject to disciplinary action if they engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misconduct includes, but isn't 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).

DISCIPLINARY PENALTIES

5300.40 Disciplinary Penalties, Procedures, and Referrals

Discipline is an opportunity for growth, reflection, and learning. We aim to maintain safe, inclusive, and equitable school communities by supporting students in making positive behavior choices and developing lifelong self-discipline, accountability, and empathy skills.

Historically, school discipline focused primarily on punishment, such as reprimands, loss of privileges, office referrals, detentions, and suspensions, in response to specific behaviors. While consequences remain essential in maintaining a safe and respectful

environment, we recognize that discipline is most powerful when treated as a teachable moment rather than simply a punitive act.

The Board of Education affirms that school discipline must be culturally responsive, equitable, and developmentally appropriate, honoring the diverse identities, experiences, and needs of all students. Staff are encouraged to use strategies that acknowledge and respect students' backgrounds, experiences, and social-emotional needs.

Positive and Restorative Approaches to Discipline

District personnel may choose to use restorative practices whenever appropriate in response to student misconduct. This approach seeks to balance accountability with the opportunity for behavioral growth, helping students understand the impact of their actions, repair harm where possible, and strengthen their connection to the school community.

Restorative practices may include:

- Conflict resolution and peer mediation.
- Restitution to individuals or the community who were harmed.
- Group, classroom, or community circles.
- Re-entry circles following significant absences or suspensions.
- Reflective conversations aimed at promoting empathy, accountability, and behavioral change.

Depending on the nature of the behavior and the needs of those impacted, restorative practices may be used alone or in combination with traditional disciplinary consequences.

Disciplinary Consequences

When disciplinary action is necessary, it will be administered fairly, firmly, and consistently with the goal of changing behavior and maintaining a positive school climate.

Effective consequences:

- Are administered as close to the incident as possible in time and place.
- Are perceived by students as reasonable, fair, and impartial.
- Address the behavior to support the student's capacity to learn from the experience.

In determining the appropriate disciplinary response, authorized school personnel will consider:

1. The student's age, developmental level, and understanding.
2. The nature of the offense and the circumstances surrounding it.
3. The student's prior disciplinary record.
4. The likely effectiveness of restorative practices or other alternative forms of discipline.
5. Relevant information from parents, guardians, teachers, or other appropriate individuals.
6. Other extenuating or mitigating circumstances, including social-emotional, cultural, or trauma-related factors.

Progressive Discipline

As a general practice, progressive discipline will be applied. This means that students' first violations typically result in lighter consequences, with increasing levels of intervention and discipline for repeated behaviors. However, based on the situation, school staff have

discretion to use the consequence most likely to promote learning, behavior change, and community safety.

The emphasis will always remain on helping students recognize their responsibilities, restore relationships, and rebuild trust within the school community.

Students with Disabilities

If a student's behavior is related to a known or suspected disability, discipline will be administered in accordance with state and federal law and district policies regarding students with disabilities.

- Students with disabilities will not be disciplined for behavior that is a manifestation of their disability unless it is consistent with their Individualized Education Program (IEP).
- If there are concerns that a student's behavior is connected to a disability, the student will be referred to the Committee on Special Education (CSE) for evaluation or review.

A. Consequences

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. When choosing interventions and consequences for students' behavior, teachers, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time.

Possible consequences are listed below. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

1. Oral warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges – any member of the district staff
2. Written warning – bus drivers, monitors, aides, coaches, counselors, psychologists, teaching assistants, teachers, administrators and supervisors, Superintendent
3. Written notification to parent – bus drivers, monitors, aides, coaches, counselors, psychologists, teaching assistants, teachers, administrators and supervisors, Superintendent
4. Detention – teachers, administrators, Superintendent
5. Suspension from transportation – Director of Transportation, administrators, Superintendent
6. Suspension from athletic participation – coaches, Athletic Coordinator, administrators, Superintendent
7. Suspension from social or extracurricular activities – activity director (advisor), administrators, Superintendent
8. Suspension of other privileges – administrators, Superintendent
9. In-school suspension – administrators, Superintendent
10. Removal from the classroom by the teacher – teachers, administrators
11. Short-term (five days or less) suspension from school – administrators, Superintendent, Board
12. Long-term (more than five days) suspension from school – Superintendent, Board
13. Permanent suspension from school – Superintendent, Board

In conjunction with the list above, administration may employ restorative practices. Should a parent or student over 18 opt out of participating in the restorative practices or if

restorative practices have not been effective with the student in question, the list above will be utilized to determine consequences.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed:

1. The school personnel authorized to impose the consequence must:
 - a. Inform the student of the alleged inappropriate behavior
 - b. Investigate, to the extent necessary, the facts surrounding the alleged misbehavior.
 - c. Allow the student to present their version of the facts to the school personnel imposing the disciplinary consequence.

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

1. Detention

Teachers, administrators, and the Superintendent may use after-school detention as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a consequence only after the student's parent has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following detention.

2. Suspension from Transportation

If a student behaves improperly on a bus, the bus driver is expected to report such misbehavior to the Director of Transportation or designee, who will then report the misbehavior to an administrator. A student who becomes a serious disciplinary problem may have their riding privileges suspended by the administrator, the Superintendent, or their designees.

In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the consequences involved.

3. Suspension from Athletic Participation, Extra-Curricular Activities, and Other Privileges

A student suspended from athletic participation, extracurricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequences involved.

4. In-School Suspension

The Board recognizes that the school must balance the need for students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes administrators and the Superintendent to place students who would otherwise be suspended from school as a result of a Code of Conduct violation in "in-school suspension." The student will have access to their teachers while serving in-school suspension.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the consequences involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach, making it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices involving the teacher directing a student to briefly leave the classroom to allow the student to regain composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in another classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

Teachers will first use interventions to teach appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social, and emotional behavior. Examples include contacting parents, guardians, and caregivers as partners in the students' lives to use affective statements and questions, establish meaningful relationships with students, give positive directives that state expectations, and give specific feedback.

Occasionally, a student's behavior may become more disruptive than a teacher can manage. For purposes of this Code of Conduct, a disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or interference with a teacher's authority occurs when a student is unwilling to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal applies to the teacher's class only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or an ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24 hours.

The teacher must complete a district-established disciplinary removal form and meet with the Principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and the Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the district's Code of Conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return until the Principal makes a final determination or the period of removal expires.

Any disruptive student removed from the classroom by the classroom teacher will be offered continued educational programming and activities until they are permitted to return to the classroom.

Each teacher and principal must keep a complete log (in the form of a written discipline referral) for all cases of student removal from their class.

Under certain circumstances, removing a student with a disability may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from class until they have verified with the Principal or the Committee on Special Education chairperson that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a severe consequence which may be imposed only upon students who are severely insubordinate, disorderly, violent, or severely disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others.

The Board retains its authority to suspend students but places primary responsibility for suspending students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for violating the Code of Conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, the staff member recommending the suspension is to prepare a written report as soon as possible.

The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, will gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-Term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misbehavior for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misbehavior, the suspending authority must explain the basis for the proposed suspension.

The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) to contact the parents.

The notice will describe the charges against the student and the incident for which suspension is proposed and inform the parents of their right to request an immediate informal conference with the Principal. Both the notice and informal conference will be in the parents' dominant language or mode of communication. At the conference, the parents will be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference will take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic

process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal will promptly advise the parents in writing of the decision. The Principal will advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent will issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long-Term (more than five days) Suspension from School

When the Superintendent determines that a suspension for more than five days may be warranted, they must give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student will have the right to be represented by counsel, the right to question witnesses against them, and the right to present witnesses and other evidence on their behalf.

The Superintendent will personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer will be authorized to administer oaths and issue subpoenas in conjunction with the proceeding. A hearing record will be maintained, but no stenographic transcript will be required. A tape recording will be deemed a satisfactory record. The hearing officer will make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The hearing officer's report will be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) days of the date of the Superintendent's decision unless the parents can show that extraordinary circumstances preclude them from doing so. The Board may adopt, in whole or in part, the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances, such as when a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel, or any other person lawfully on school property or attending a school function.

d. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in restorative practices, counseling, or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. The terms and conditions will be specified in writing if and when the student and/or parent/guardian agrees to this option. However, if the student violates the agreed-upon terms and conditions within a specific time period, the unserved portion of the suspension may be reimposed.

C. Minimum Periods of Suspension

1. Students who bring or possess certain weapons on school property

Any student, other than a student with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The Superintendent's belief that other forms of discipline may be more effective.
- Input from parents/guardians/caregivers, teachers, and/or others.
- Other extenuating circumstances.

A student with a disability may be suspended in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing or possessing certain weapons on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, will be subject to suspension from school for at least one day.

If the proposed consequence is the minimum one-day suspension, the student and the student's parent/guardian will be given the same notice and opportunity for an informal conference as given to all students subject to a short-term suspension. If the proposed consequence exceeds a five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing as given to all students subject to a long-term suspension.

The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one day.

For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester.

If the proposed consequence is the minimum one-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference as given to all students subject to a short-term suspension. If the proposed consequence exceeds a five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing as all students subject to a long-term suspension.

The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors in modifying a one-year suspension for possessing a weapon.

STUDENT DRESS CODE

5300.25 Student Dress Code

Student dress and appearance are important ways that young people express their identities, cultures, and creativity.

We encourage students to dress in ways that allow them to feel confident, comfortable, and ready to engage in learning while maintaining a focus on health, safety, and the educational environment.

Families and students are primarily responsible for ensuring that student dress aligns with these expectations. Staff will work collaboratively with students and families to support positive choices and address any concerns respectfully and privately.

Expectations for Student Dress and Appearance

Minimum Coverage Requirements:

- Clothing should cover from one armpit across to the other armpit and extend down to at least 3 inches in length on the upper thigh.
- Tops should have shoulder straps that go over the shoulders to connect the front to the back of the garment and cover any undergarments.
- Rips or tears in pants must be below the 3-inch mark from the upper thigh.
- Layering undergarments (spaghetti strap tank top, for example) should be covered mainly by opaque clothing.

- See-through or mesh clothing must be worn with appropriate coverage underneath that meets the minimum of the dress code.
- Bottom hems of tops should be able to naturally touch the waistband of pants when standing.

Footwear:

- Shoes must be worn at all times.
- Footwear that is a safety hazard will not be allowed.

Headwear:

Elementary and High School: Hats and accessory head coverings may be worn in hallways but must be removed when entering classrooms, during the Pledge of Allegiance and the National Anthem, and in spaces where a presentation occurs (e.g., auditorium). Headwear worn for religious purposes is acceptable.

Middle School: Students may wear hats and accessory head coverings unless they create a disruption or safety concern. Teachers may request that students remove hats if they obstruct the view of the student's face or the classroom environment. Headwear worn for religious purposes is acceptable.

Anywhere on School Property or at School-Sponsored Events: Hoods are not considered hats and should not be worn inside any building. While off campus at a school-sponsored event, hats and accessory (non-religious) head coverings must be removed during the Pledge of Allegiance, National Anthem, and presentations.

Hats and accessory (non-religious) head coverings are included in the additional requirements below.

Additional Requirements:

- Clothing (and accessories) may not depict, imply, or advertise ideas/items that are vulgar, obscene, libelous, or denigrate, harass, or discriminate against others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, religion, religious practice, disability, creed, national origin, ethnic group, gender (including gender identity and expression), sex, sexual orientation or disability.
- Clothing (and accessories) cannot promote and/or endorse the use of alcohol, tobacco, marijuana, or illegal drugs, or encourage other illegal or violent activities.
- All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.
- All district personnel will follow this same dress code and should exemplify and reinforce acceptable student dress and help students understand appropriate appearance in the school setting.

Protecting Student Expression and Identity

Students have the right to express their identities through their clothing, hairstyles, jewelry, makeup, and nail styles.

- No part of this dress code will be used to discipline or limit students' expression of gender identity through culturally significant hairstyles, or religious expression through the use of religious head coverings.

- Students' cultural and personal expressions will be respected and celebrated within the guidelines that ensure a safe and respectful learning environment.

Communication and Enforcement

Each building principal (or their designee) will communicate the dress code to students and families at the beginning of each school year and share any updates as needed.

When addressing dress code concerns:

- Staff will approach students with sensitivity, confidentiality, and respect.
- Conversations will be private and, whenever possible, conducted by a staff member who has a supportive relationship with the student.
- Staff will seek to understand any barriers that may prevent the student from meeting the expectations and work collaboratively to find solutions.
- Students found to violate the dress code will be asked to modify their appearance by covering, changing, or removing the non-compliant item, or replacing it with something appropriate.
- If a student refuses to comply with the dress code request, disciplinary measures up to and including in-school suspension may be applied.
- Students who repeatedly fail to comply, even after restorative approaches have been used, may face further disciplinary actions, up to and including out-of-school suspension.

The goal of dress code enforcement is always to support student dignity, minimize instructional time loss, and reinforce a positive, inclusive school environment.

ATTENDANCE

(Abbreviated and paraphrased from policy 5100)

The Board of Education recognizes that regular school attendance is a major component of academic success. For purposes of this policy, Absences, Tardiness, and Early Departures will be referred to as ATEDs.

Excused and Unexcused Absences

Excused ATEDs are due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, require court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, school-sponsored activities or such other reasons as may be approved by the appropriate building administrator.

All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school.

Consequences of Excessive ATEDs

A designated staff member(s) will contact the student's parents and the student's guidance counselor in the event that a record reveals excessive ATEDs excused and/or unexcused

Unexcused ATEDs will result in disciplinary action consistent with the district code of conduct. Those penalties may include, for example, detention or in-school suspension. Students may also be denied the privilege of participating in or attending extracurricular events.

Attention/Grade Policy

Each marking period a student's final grade may be based on classroom participation as well as student's performance on homework, tests, papers, projects, etc.

Unexcused ATEDs will affect a student's class participation grade for the marking period. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

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

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question.

STUDENTS AND PERSONAL ELECTRONIC DEVICES

The Saranac Lake Central School District is committed to fostering an environment where all students feel safe, supported, and focused on learning. We recognize that personal electronic devices are a common part of students' lives and that these tools can offer both benefits and challenges in a school setting.

This policy is designed to support student well-being, equity, and instructional engagement while ensuring that technology use is appropriate, respectful, and aligned with our shared educational goals.

Definition

For the purpose of this policy, personal electronic devices include smartphones, tablets, smartwatches, handheld gaming devices, and any other internet-enabled devices that are not supplied by the district.

District-issued devices used for instructional purposes are governed separately under the district's acceptable use and computer instruction policies.

Guiding Values

- Safety and Well-being: Reducing distractions, promoting positive social interactions, and preventing misuse are crucial to maintaining a safe and supportive learning environment.
- Equity: No student shall be advantaged or disadvantaged by their access to personal devices. Alternative options and inclusive practices will be made available for all learners.
- Responsibility: Students are trusted partners in creating a respectful community and are expected to adhere to shared expectations regarding device use.

Communication with Parents/Persons in Parental Relation

During the school day, to minimize distractions, parents, guardians, or caregivers may contact their children via the following methods: calling the school office, using the district-provided

email address, or the district's communication app. The district will notify parents in writing of the communication protocol at the beginning of each school year and upon enrollment.

Device Access and Storage

To maintain an environment that promotes focus, connection, and mental health, and as required by Education Law §2803, students may not use internet-enabled personal devices during the instructional day (including classes, homeroom, lunch, recess, study halls, and passing time), unless otherwise authorized.

- At the **elementary level**, students are discouraged from bringing devices to school. Any device brought must be silenced and stored in a cubby or locker.
- At the **middle and high school levels**, devices must be silenced and secured in student backpacks or lockers upon arrival and remain there throughout the school day.
- During **school events or activities**, staff may further restrict device use as appropriate.

Transportation

These expectations also apply to school-provided transportation. Students must keep their personal devices silenced and stored in their backpacks while riding to and from school. Staff may restrict device usage during other times when on district transportation (field trips, extracurriculars, sports, etc.).

Exceptions for Specific Purposes

We recognize that some students may need to use devices during the day to support their health, language access, or caregiving responsibilities. Exceptions are allowed for the following:

- Medical needs as documented in a Health Plan, IEP, or 504 Plan (e.g., diabetes management). Requests must be submitted to the Building Administrator and must include documentation from an appropriate healthcare professional, as well as approval from the committee, to be considered a necessary accommodation under an IEP, Section 504, or Health Care Plan.
- Translation or language access tools.
- Caregiving responsibilities for family members (evaluated on a case-by-case basis with school counselor/social worker support).
- Emergency communication as directed by a staff member.

Requests for exceptions should be submitted to the Building Administrator. All approved uses must align with the intended purpose, and devices must be silenced when not actively in use.

Students may also be permitted to use personal electronic devices for instructional purposes if:

- A teacher or administrator approves the activity.
- Students without devices are provided with equitable access or alternatives.

No student will be penalized for not having access to a personal device. Instructional practices must remain inclusive and accessible to all.

Under any of these exceptions, devices may only be used for the purposes outlined in the exception, and the device must be silenced and put away when not in use.

Enforcement, Consequences, and Reporting

All staff play a role in modeling and maintaining a respectful culture around technology use. Students will be reminded of expectations frequently, especially at the start of the school year and after extended breaks.

Tiered Response for Misuse:

- First instance: The device is held in the main office. The student retrieves it at the end of the day, and the parent/guardian/caregiver is notified.
- Second instance: The parent/guardian/caregiver is asked to retrieve the device from the school office.
- Continued noncompliance: The student may be required to check in the device daily or may be temporarily restricted from bringing it to school.

In alignment with our Code of Conduct, further consequences (e.g., detention, in-school suspension, or loss of privileges) may apply for ongoing issues. Students may also be assigned reflective or educational activities about the impact of technology on learning and well-being.

Privacy Notice: Staff will not access the content of student devices unless they are legally authorized to do so or if there is a safety concern and a reasonable suspicion exists.

Some uses of personal electronic devices may constitute a violation of the school district's Code of Conduct or other district policies, and in some instances, the law. The district will cooperate with law enforcement officials as appropriate.

The district is not responsible for stolen, lost, or damaged personal electronic devices brought to school.

Beginning September 1, 2026 and annually thereafter, the district will publish an annual report on its website detailing the enforcement of this policy over the past year, including non-identifiable demographic information of students who have faced disciplinary action for non-compliance with this policy, and an analysis of any demographic disparities in enforcement of this policy.

Electronic Devices and Testing

To ensure the integrity of testing, in accordance with state guidelines, students are not permitted to bring cell phones, smartwatches, or other electronic devices into classrooms or other exam locations during state assessments.

Test proctors, monitors, and school officials have the right to collect cell phones and other prohibited electronic devices before the start of the test and to hold them for the duration of the test-taking time. Admission to the test will be prohibited to any student who has a cell phone, smartwatch, or other electronic device in their possession and does not relinquish it.

Students with Individualized Education Plans, Section 504 Plans, or documentation from medical practitioners specifically requiring the use of electronic devices may do so as specified.

Policy Distribution and Translation

As required by law, this policy will be posted on the district website. Students and families may request a translated version or a plain-language summary at any time.

The district will also include this information, or a plain-language summary, in student handbooks.

STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

(Abbreviated and paraphrased from policy 0015)

The Board of Education recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events as well as outside of school grounds, such as cyberbullying, which potentially creates a material and substantial interference with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Harassment

The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

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

For the purpose of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, acts of harassment may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action that is measured, balanced and age-appropriate will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the

level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of harassment shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

Incident Reporting and Investigation

Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been harassed, parents whose children have been harassed or other students who observe harassing behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel.

ELIGIBILITY FOR CO CURRICULAR AND EXTRACURRICULAR ACTIVITIES

(Abbreviated and paraphrased from policy 5205)

Eligibility and continued participation in co-curricular and extracurricular activities are a privilege extended to students, as opposed to a right, and the behavioral standards sets forth in the district Code of Conduct (policy 5300) apply to all students participating in any co-curricular and/or extracurricular activity. All student participants, will be informed that they have the obligation to act in a responsible manner because of the leadership roles they play in the school environment and as a result are expected to adhere to a ban on the consumption/use of alcoholic beverages, drugs (other than those appropriately prescribed), and/or tobacco products on or off campus.

"Training rules" are generally accepted as a condition of participation in student athletics, and may include attendance at practices, individual training programs, etc. Similar rules of rehearsal attendance and practice may apply to other extracurricular or co-curricular activities such as orchestra, band and theater.

Advisors/Coaches will provide these expectations in writing at the beginning of the school year or season, as appropriate.

CAFETERIA POLICY

2025-2026

Free Breakfast/Lunch

Free and Reduced Meals

Please fill out the application even if you think you won't qualify. The applications help the district qualify for possible services/funds.

[APPLICATION FOR FREE/REDUCED LUNCH](#)

Managing Your Student's Lunch Account

Saranac Lake School District uses mySchoolBucks to help you manage your student's school lunch payments. [MY SCHOOL BUCKS SITE](#)

- Securely fund your student's account via credit card, debit card or your checking account
- Customer Support to help answer any questions
- Low balance alerts, recurring payment options, review purchase history

Charging Policy

We recognize that on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and minimize the fiscal burden to the district, the Board will allow students who may forget meal money to “charge” the cost of meals to be paid back at a later date.

Federal Regulations

The cafeterias at the Saranac Lake School District are federally regulated by the National School Lunch Program (NSLP). The menu items and snacks we offer as well as the mandated items students must take (at least ½ cup of fruit or vegetable with lunch) must comply with these standards.

The overall goal of these standards is to:

- Ensure students are offered both fruits and vegetables every day of the week
- Substantially increase offerings of whole grain-rich foods
- Offer only fat-free or low-fat milk varieties
- Limit calories based on the age of children being served to ensure proper portion size;
- Increase the focus on reducing the amounts of saturated fat, trans fats and sodium.

Additional information regarding the NSLP regulations can be found at <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

ACCIDENT INSURANCE

Saranac Lake Central School District does provide Student Accident Insurance. An accident report will be kept on file by the school and the proper information mailed to the parent. It is the responsibility of the parent to first submit any expense incurred to their primary insurance. The remaining expense may be submitted by the parent to the student insurance company accompanied by the claim form from the school.

ANIMALS

Animals are not to be brought to school without permission of both your child's teacher and the principal. **Dogs are not permitted on school property** at any time except for service animals or reading therapy dogs.

ATTENDANCE

Your child’s daily attendance is very important. When he/she is absent, missed class activities are difficult to make up. It is your responsibility to make sure your child is in school every day, including before and after school vacations. When your child returns from any absence, it is your responsibility to find out what was missed while away and to have the assignments completed as quickly as possible.

Student Absences and Excuses:

The following reasons for student absences from school are recognized as legal:

- Sickness
- Death in the family
- Religious observance
- Health clinic visits
- Impassable roads due to inclement weather
- Approved school-sponsored trips
- Required court appearances

Procedures for Parents:

- Absences: If your son or daughter is absent, please call the main office before 7:35 a.m. Voice mail can be left for late evening or early morning calls. This eliminates the need for the school to call you at home or work. **For documentation purposes, we need a written excuse if phone contact is not made. Please send a signed written excuse stating the reason for the absence, date of absence, and student's full name when they return to school.**

**EXAMPLE: My student (student's name-first and last name) was absent from school on (list specific date) due to the following reasons. (list reasons)
Signed: your first and last name**

- Tardy: We need verification for a child's tardiness (after 7:35 a.m.) to school. Please send a signed written excuse with your child. If you are later than 7:35 a.m. please bring your child to the Main Office and sign them in with the office.
- Leaving School Early: If it is necessary for your child to leave school early for any reason, a signed, written request is necessary indicating the time you want your child to be dismissed. For appointments, we ask that parents please try to schedule appointments outside school hours. **To dismiss your child to someone other than the parent, the person must be in our database as a person you give permission to pick up your child before the day of the dismissal. You may give those authorizations in writing to the school secretary in the office.**

Procedures for Students:

- Absences: Please give your signed written excuse to your teacher when you arrive in class.
- Tardy: When you come to school late (after 7:35 a.m.) go immediately to the Main Office and sign in.
- Leaving School Early: When you are leaving school early, give your excuse to your teacher when you arrive in class. When your parents arrive, they will sign you out in the office and you will be called to the office.
- Returning to School: If you return to school before the end of the school day, your parent/guardian will sign you in at the Main Office and pick up a Late Arrival pass to give to your teacher.

BICYCLES

Children may ride bicycles to and from the school campus. Helmets are required. Any child

who arrives without a helmet will not be allowed to ride their bicycle home that day. Children are not to ride bicycles on school grounds for safety and insurance reasons; bikes must be walked, not ridden, to the rack. The use of locks to secure bikes to the rack is recommended. No bikes may be used during recess time. Students are to stay away from the rack at all times. Please send a permission note for the year to the teacher if your child will be riding to and from school.

BUS BEHAVIOR (BUS GARAGE 891-2859)

Proper conduct on the school bus is necessary for the welfare and safety of all. Students should be ready to board the bus at the designated time and place. Parents are encouraged to provide elementary children with an appropriate carrying case or backpack for papers, books, and other materials. Those bags will also be available at the Ready for School Event.

Parents wishing to have children transported to an alternate destination must submit a written request to the school office and call the bus garage with the change of plan. Within reason, these requests will be honored as long as no deviation from the normal bus route is required. If you want your child to walk or bike home after school, please send a note to that effect. The following rules apply while riding the bus:

1. Observe the same conduct rules as in the classroom.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not use tobacco products.
7. Do not be destructive.
8. Stay in your seat.
9. Keep head, hands and feet inside the bus.
10. Bus drivers are authorized to assign seats.

Seat Belts:

- Saranac Lake School District recognizes that seat belts on school buses provide an important safety benefit to student passengers. All students riding buses shall wear their seat belts at all times, except when boarding or exiting the bus.
- All adults riding buses equipped with seat belts shall wear their seat belts except when they need to be out of their seats for student supervision and care.

The following disciplinary system is utilized when the bus driver refers a child to the principal for misconduct on the bus:

First Referral: Written notification to parent.

Second Referral: Written notification to parent; may lead to 5 school-day suspension of bus riding privileges.

Third Referral: Written notification to parent; possible indefinite suspension of bus privileges.

Flagrant bus misconduct may result in immediate loss of bus privileges. While bus privileges are suspended, the parents must provide transportation. Bus transportation is regarded as a privilege - not a right. The driver has complete authority on his/her vehicle.

Suspension of Bus Privileges

- 1.) A student's bus privileges may be denied whenever his behavior, in the judgment of the principal, results in a threat to the safe operation of the vehicle.
- 2.) Procedure for dealing with written bus behavior referrals includes:

First Notice: A conference with student will be held, and a reprimand, and/or in-school disciplinary action will result. The parent will be notified in writing.

Second Notice: In-school consequence can result.

Third Notice: Student's bus privileges may be denied for up to five school days. Parents are notified in writing to apprise them of the suspension and that another referral may result in a possible indefinite suspension of privileges.

General Bus Behavior Notes:

- Copies of all bus referrals are sent home.
- Parent may request a conference with the principal and the driver at any time.
- Copies of all school-parent communications relative to bus referral problems will be forwarded to the transportation supervisor.

CAFETERIA

The Saranac Lake Central School District has a computerized Point of Sale payment system for all school meals purchased in the cafeteria. Each student will have their own personal lunchroom account based on their current student ID number. Students will receive a card with their PIN in their homeroom on the first day of school. Students can access their accounts on the PIN pads located at every register.

We encourage parents to deposit money into the student's account, although they may still pay cash. Monies paid into a student account can only be used for the purchase of regular meals, alternative meals, and a la carte items. When sending in money by check or cash, please include the student's ID number on the check or envelope so it is deposited into the correct account. If your student has qualified for free or reduced price lunches or breakfasts, this information is securely contained within the system and the meal will be processed just as it is for all other students. There is no need to be concerned about a potentially uncomfortable situation for your child.

If a child has charged more than three times, you will be notified by phone and letter. Nutritious breakfasts are served every school day from 7:10 to 7:35 a.m. Any student may purchase a small breakfast served at school. Lunch is offered each full school day to all elementary students. An alternate choice of sandwich, milk, and dessert is offered. A menu/calendar is on the school website on a monthly basis.

CHILD ABUSE AND NEGLECT

The New York State Department of Social Services maintains a statewide Central Register of Child Abuse and Maltreatment for reports made pursuant to the Child Protective Services Act. School officials, faculty and staff who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment must immediately report this to the New York Central Register for Child Abuse and Maltreatment as required by law. The school official will also report the matter to the building principal. Any person, official, or institution required by law to report who willfully fails to do so is in violation of New York State Law.

CLOSINGS/ DELAYS

When schools must be closed for the day, open later, or close earlier than usual because of weather conditions or other emergencies, announcements will be made through Parent Square and on all local radio and television stations. School closing information can also be obtained from the district website, www.slcs.org.

COUNSELING

The school staff includes a counselor who is available to counsel students. Referrals for counseling services can be made by either a child's parent or teacher.

Additionally, professionals from outside the school conduct educational and prevention programs for elementary students during the course of the school year as needed

CURRICULUM

In accordance with the New York State Next Generation Standards and local needs, the teachers and administrators of the Saranac Lake Central School District have developed a curriculum for each subject area from Kindergarten through Grade 12. The core curricula of reading, writing, mathematics, spelling, language arts, social studies, and science are taught by the classroom teachers. Teachers utilize a variety of materials and procedures including textbooks, workbooks, library research, experiments, oral and written reports, class discussions, creative expression, audio-visual materials, computers, and a great deal of professional ingenuity to implement the standards-based curriculum. Achievement is monitored by daily assignments, class participation, teacher-made tests, textbook publishers' tests, and the assessments developed by the NYS Education Department.

Remediation or AIS (Academic Intervention Services) is offered to those students who are experiencing difficulty keeping up with their classroom work. If your student qualifies for AIS services, you will be notified via mail.

CUSTODY AND VISITATION ORDERS

Custody and Visitation Orders are confidential and protected information. If you have custody or visitation documents relating to your child, please make sure that a copy is given to the Elementary Office on a yearly basis. The district cannot honor any visitation requests unless legal documentation is on file in the school office for the current academic year. Copies of any updates or change orders should be submitted to the office as needed.

EMERGENCY PARENT CONTACT FORM

At the beginning of each school year parents are asked to update an "Emergency Parent Contact Form". The emergency form enables school officials to get in touch with parents quickly. Please make sure that this information is kept up to date. If you change phone numbers at work or

home or if information for other emergency contacts you've authorized us to call in case of emergency changes, please let us know immediately. You may also wish to include cell phone numbers and e-mail addresses. This will save time and confusion in the event that school personnel need to contact parents in case of emergency.

EMERGENCY PROCEDURES

Fire Drills: Frequently during the school year, we will have fire drills to practice evacuating the building as quickly as possible. Students will leave the building quickly using the appropriate exit. They will stay in line and use a zero level voice. Once they reach their designated area outside, attendance will be taken.

Lockdown Drill: This emergency procedure is used when we need to keep everyone locked down for a safety reason. It is important to follow the teacher's directions and maintain a zero level voice.

Shelter in Place: This emergency procedure is used when a part of our building is not safe. All students and staff will report to the gym/cafeteria quickly and quietly. Students will go to the gym/cafeteria with their assigned teacher and attendance will be taken.

Lockout: Students are kept in the building for a certain amount of time depending on the situation outside the building.

Evacuation: This emergency procedure is used when our building is not safe. We will evacuate to an external location. Students will remain in line and maintain a zero level voice while walking. Upon arrival at a safe destination, attendance will be taken.

During an emergency dismissal, school personnel will ensure students are 'handed-off' only to a parent.

- a. Exceptions will be made with prior written approval (not including names listed on a student's emergency card) or following a verbal communication between the parent and an authorized staff member.
- b. ID will not be required of the parent to accept their child(ren) providing school staff can attest to visual identification, knowledge of parents and family, and student assurance that the person is his/her parent. If staff cannot attest to the recognition or knowledge of the parent at pickup, ID will be required.

FIELD TRIPS

Field trips are an integral part of the curriculum. Trips are taken in accordance with staff-developed policy and educational value. Students must be supervised by a teacher and transported by school bus. Teachers will inform parents prior to each trip.

Parents will be asked to complete a "Field Trip Approval Form" early in the academic year that provides the school with permission to take your child on all scheduled field trips that his/her class will be taking. In the event that there is a field trip in which you do not wish to have your child participate, you will need to provide your child's teacher with a note to that effect. Children not attending a field trip with their classmates will be expected to participate in alternative educational programming at school.

All individuals participating in school-related activities are subject to the provisions of the Code of Conduct.

HEALTH SERVICES

Vision Acuity and Hearing Screenings will be done yearly on all students. Referral notices will be sent home if results are not within normal limits. Students should then be checked by their primary care provider for follow-up care and recommendations.

Physical Exams are required for all new students and those students in grades two and four. The physical can be completed by your primary care provider or you may opt to have a school physical to meet this requirement. Notices will be sent home early in the school year. Please fill out your preference and return the form to the school nurse. A school physical exam form will be sent home if you choose to see your own doctor. Please take it to your appointment and return it to the school.

Illness or Injury that occurs during the school day will be assessed in the health office. Parents/guardians will be notified if students need to go home or need follow-up with a physician.

Communication of health-related information is a very important part of caring for your child at school. If your child has health conditions, injuries at home, or other areas of need, I encourage you to call me to discuss these issues so that I can provide for their health needs during the school day.

HOMEWORK

To enable children to improve their reading, acquire study skills, and develop an appreciation for learning, the school suggests that families set aside some time at home each school day for school-related activities.

It is recommended that students in Kindergarten and first grade read with an adult every evening. Students in grades two through five are recommended to independently read as outlined below:

- **Grade 2 - 15 minutes**
- **Grade 3 - 20 minutes**
- **Grade 4 - 20 minutes**
- **Grade 5 - 20 minutes**

LOST AND FOUND

Children often leave behind valuable possessions and articles of clothing and these items often go unclaimed. Please assist by labeling your child's name on lunchboxes, backpacks, and articles of clothing such as hats, sweatshirts, snow pants, and coats. This will permit school officials to return lost items in a prompt and timely fashion.

MEDICATION ADMINISTRATION

Medication administration guidelines are meant to protect all children. Parents should make every effort to administer medications to their child outside the school setting whenever possible. Should your child need daily or as-needed medication at school, the following is required:

- All prescription medications must be in their original container with a prescription label that matches the doctor's instructions. A prescription label on a bottle alone is legally not accepted as a physician's order.
- **Medications must not be sent to school with students.** The parent or guardian must assume responsibility to have the medication delivered directly to the health office in a properly labeled original container.
- **An authorization form signed both by the parent and the physician must accompany all prescription and nonprescription medications, ointments, lotions, and creams.** Contact the school nurse for a copy of the Parent and Prescriber's Authorization for Administration of Medication in School form.
- Only the school nurse or her designee may distribute medications to students.
- Students are not allowed to carry medicines with them in school for self-administration.
- Inhalers are an exception. Contacting the nurse regarding proper authorization for inhalers is required.
- New guidelines for medication administration during field trips also require prescription labels. Please ask your pharmacist to prepare an extra bottle for school outings and hand deliver this extra container to the school nurse.
- Arrangements for medication distribution, made well in advance, should be carried out by the classroom teacher as part of the process of planning a field trip.
- Questions or communications may be directed to the school nurse by calling 891-1551 or by fax at 891-6548.
-

NEWSLETTER

The elementary newsletter will be posted via Parent Square every month. It will contain a calendar of events as well as additional information about what's happening at school. It also contains additional information about your school's programs, services, and personnel. Please keep this on hand and refer to it for important school dates.

EFFORT, ACADEMIC, CHARACTER AWARDS

Every semester, we will celebrate the efforts of our students in the areas of effort, academics, and character through a celebration at the monthly assembly. If your student was selected, you will be notified and invited to attend the ceremony.

NUTRITIOUS SNACKS

It is to students' health and academic benefit to eat nutritional food, including snacks that do not include a large amount of salt, sugar, or fat. Please consider sending such food items as juice, yogurt, and granola bars as snacks for your child as opposed to potato chips, candy, etc. Please refer to the district's Wellness Policy. **Birthday treats will not be allowed at school.** Alternatives such as extra recess, etc will be implemented.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences will be held at the end of the first and second trimesters.

PARENT'S NOTES

Parents are responsible for notifying the classroom teacher and/or building principal **each academic year** of special conditions regarding a child's health, religion, transportation, custody, etc. Such notifications should be made as early in the school year as possible and updated as needed.

PHYSICAL EDUCATION

Our district considers physical fitness an integral part of the students' total development. Each student in grades Kindergarten through five receives three periods of physical education instruction every six days. The program has been developed and is utilized to address the students' neuromuscular, social, emotional, and intellectual needs as well as physical fitness needs. Students will need sneakers to actively participate in P.E. class.

All students with gym excuses (from a doctor) should report to the office at the beginning of the school day. The office will notify the nurse and the P.E. department. The office must also receive written verification (from the doctor) stating when the student may return to P.E. class.

PICKING UP YOUR CHILD FROM SCHOOL

A child will not be released to anyone except his/her parent/guardian unless a written request to dismiss the child into someone else's care is received in advance from the parent/guardian. Student achievement is related to attendance. We would, therefore, like to have students with us for the entire school day. Parents are asked to make every effort to schedule student doctor and dentist appointments at times other than regular school hours whenever possible.

Parents wishing to pick their child up before the end of the school day should report to the office to sign the child out and to wait for the child to be called to the office.

PLAYGROUND

The use of free time for recreation is important. Students are advised that they must:

- Come to school completely prepared for the weather. We will play outside as long as the "feels like" temperature is zero or above
- Stay in assigned areas of the playground.
- Stay clear of the building and request permission to re-enter the building for any reason.
- Report any injuries to self and others to an adult monitor.
- Employ proper manners and consideration for the rights and property of others and demonstrate respect for the equipment and property of the school district.
- Follow the directions of playground monitors.
- Parents are encouraged to volunteer on the playground. If you would like to volunteer, please let the principal know of your interest.

PLEDGE TO THE FLAG

The Pledge to the Flag is included in the daily opening schedule in every classroom via the school announcements.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

The Saranac Lake Central School District began a partnership with FEH BOCES in 2009 to discuss Positive Behavior Interventions and Support (PBIS). PBIS is an approach focusing on proactive teaching, reinforcing positive behavior, and decreasing less desirable behaviors. Each school will have its own set of rules/guidelines for students. In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by using punishment-based strategies. Research has shown that the use of punishment, especially when it is not consistent, is not effective. Introducing, modeling, practicing, and reinforcing positive social behavior is an important part of a student's education. The school-wide matrix will be the expectations of our building, and will help reinforce this program. The purpose of our PBIS implementation is to establish a climate in which appropriate behavior is EXPECTED.

RECESS

Children focus better and learn more efficiently when offered regular breaks and the opportunity for physical exercise. All children are expected to go outside during their scheduled recess except in inclement weather when all pupils remain inside.

Please ensure that your child is dressed appropriately for the weather conditions. Fresh air and appropriate play impacts a child's health and well-being in a positive way. If a child is well enough to attend school, the child will be expected to play outside at recess. Should a parent request that a child remain inside for health reasons, the parent needs to present the school with

a statement from the child's doctor. The temperature for students to go outside for recess is the "feels like zero" temperature.

REPORT CARDS

Student progress is reported to parents via standard school district report cards at the end of each trimester. Elementary classroom teachers schedule parent/teacher conferences for each child at the first and second marking periods. Further reports, questions, or concerns communicated by telephone, written note, or personal conference are encouraged when deemed necessary by the parent or teacher.

Report cards for the first and second trimesters will be given to parents at parent/teacher conferences, or will be sent home with the children the day following the parent/teacher conferences. Final report will be distributed on the last day of school.

ACADEMIC INTERVENTION SERVICES (AIS)

AIS services help students who are struggling to achieve the learning standards in English language arts, mathematics and science. These additional general education services include:

- Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and
- Support services to help students overcome barriers that are affecting their ability to learn, such as, attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.

There are two ways a student becomes eligible for AIS.

- One way is when a student does not pass an elementary level state assessment in English language arts, mathematics or science. Not passing means that a student has not met the "state-designated performance level."
- The second way is when the school district determines that the student is at risk of not meeting state standards. The district's Response to Intervention (RTI) plan describes the sources of information it will use in determining at-risk students.

RESTRICTED ITEMS

The following items are not permitted to be in the possession of a student at school or on the bus: cell phones, carbonated beverages, toys, chewing gum, candy, knives, anything that could be perceived as a weapon, hard baseballs, skateboards, toy weapons, 'laser pointers', glass containers, or prescription or non-prescription drugs, and expensive and fragile electronic devices.

SCHOOL GROUNDS

Except for those who have been officially excused, students must never leave the school grounds

for any reason unless accompanied by a teacher.

SCHOOL MAILING ADDRESS

In order to contact any school official/employee by U.S. mail, documents should be addressed as follows:

Employee's name
School Building in which employee works
79 Canaras Lane
Saranac Lake, NY 12983

SIX-DAY SCHEDULE

The Saranac Lake School District uses a six-day (Days A-F) cycle in all schools. All schools will be on the same day. If school is canceled sometime throughout the year, we will continue to follow the monthly calendar. When students arrive on the first day of school, it will be an "A" Day in all Saranac Lake Central School District schools.

TELEPHONES

Telephone calls by students are to be discouraged and made only in emergency situations. Students are not allowed to call home for parental permission to ride a different bus or to walk. These arrangements are to be made **in advance** and **in writing**.

TITLE 1

The schools in the Saranac Lake Central School District that are eligible to receive Title I federal funding for the upcoming year. A requirement for each is to publish a Parent Involvement Policy (PIP) I, in addition to a District Parent Involvement Policy. The District PIP can be accessed through the Board of Education Policy Manual.

Title I School/Parent Compact

The Saranac Lake CSD, students and parents of the Saranac Lake school family, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities

The Saranac Lake CSD Staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the State's student academic achievement standards.

2. Provide parents with frequent reports on their children's academic and behavioral progress.

In each classroom we will provide progress reports through Parent/Teacher conferences,

samples of student work, updates on reading, writing and math assessments. We will initiate a parent contact at the first signs of a pattern of behavior that interferes with student learning.

3. Set high expectations for staff, students and parents by ensuring challenging curriculum,

implementing programs targeted at increasing student achievement and committing to

recruit, retain, and train qualified staff. Also, highlight/prepare ways that the parent can

advance the learning environment at home.

4. Provide parents reasonable access to staff including two parent teacher conference periods per year. Other parent teacher conferences can be arranged at any time by contacting the

teacher.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Establish routines to support my child's success in school:

appropriate bedtime

monitor attendance

homework & reading

nutrition

grooming & hygiene

2. Communicate the significance of success in school & its relationship with success in life.

3. Ensure that my child attends school on a regular basis and arrives at school on time.

4. Make sure that my child's homework is completed and returned to school on time.

5. Stay informed about my child's education and communicate with the school by promptly

reading all notices from the school or the school district either received by my child or by

mail and respond as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

1. Attend school regularly and arrive at school on time

2. Complete all daily homework and return it to school on time.

3. Follow the school Code of Conduct.

4. Be responsible for giving my family members all information sent home from school.

5. Consistently plan a portion of every day for a period of uninterrupted reading time.

VISITORS

To ensure a safe learning environment for all students, please be reminded that all visitors must enter through the main building door, sign in at the main office upon arrival to school, and receive a Visitor's Pass. Any schoolwork or other items for students should be left in the office for pick up by the teacher or student. Parents and other visitors should not go directly to a classroom to make deliveries or to pick up a child. Teachers cannot be interrupted during instructional time; also, it is an unsafe practice for visitors to be in all parts of the building throughout the day.

PETROVA ELEMENTARY SCHOOL STAFF

Principal - Bryan Munn

Dean of Students - Siera Pickering

Administrative Assistant - Allyson Martin

Door Monitor - Tammy McCormick

School Psychologist - Dave Francis, Julia Day

Counselor - Kathy Barlow

Social Worker - Kathleen Foster

Kindergarten Teacher(s) - Beth Guglielmi, Krista Weakley

Grade 1 Teacher(s) - Corinne Parsons, Emily Shubert, Seamus Lewis

Grade 2 Teacher(s) - Rachel Dalton and Krystie Sorci

Grade 3 Teacher(s) - Sara Shatraw, Lisa Parent, and Gabby Dorman

Grade 4 Teacher(s) - Brittany Fobare, William Wilson and Tenmit Muldowney

Grade 5 Teacher(s) - Jordy Kivett, Jamie Rohe, Heather Volyanik

Physical Education Teacher(s) - Sam Betters, James Thomsen

Teacher, AIS - Elaine Goff, Suzanne Brosseau, Jennifer Reome, Polly Grebe

Teacher, Special Ed- Anika Clausen, Donna Kleist, Kyle Mochol, Meghan Zander, Jess Zobel, Kylie Rosette and Stacie Beccaria

Art Teacher - Jen Moore

Music Teacher - Alanna Kogut

Library Aide - Alicia Whitson

School Nurse - Kelly Wright

Occupational Therapist - Diane Delahant

Physical Therapy - Deb Ryan

Speech Therapy - Amy Isabella, Jessica Jakobe, Liz Coyle

BLOOMINGDALE ELEMENTARY SCHOOL STAFF

Principal – Katie Laba

Senior Typist - Emily Gibson

UPK Teacher(s) - Carol Lettero, Greta Lautenshuetz

Kindergarten Teacher – Hannah Pelkey

Grade 1 Teacher – Ellysia Blinn

Grade 2 Teacher – Megan Funk

Physical Education Teacher – Samantha Betters-Ano

AIS Teacher, Reading/Math – Jen Yousey

Art Teacher – Jennifer Moore

Music Teacher – Alanna Kogut

Library Aide – Cathleen Fountain

School Nurse - Meghan Wolter

Counselor - Kathy Barlow

Monitor(s)- Megan Bugbee, Amy Miller, Kathy Munn

Speech Therapist - Elizabeth Coyle

Physical Therapy-Deb Ryan

Occupational Therapy-Diane Delahant

Maintenance – Stephen Miller and Ron Ordway

Cafeteria Staff–Barb Ohmann



Personal Electronic Devices: What You Need to Know

Saranac Lake Central School District

We want school to be a place where everyone feels safe, supported, and focused on learning. Personal devices are part of life, but they can also be a distraction. Here's what you need to know:



What Counts as a Personal Device?

- Cell phones & smartphones
 - Smartwatches
 - Tablets
 - Handheld gaming systems
 - Any internet-ready device not given by the school
-



Do's

- **Keep devices silenced** and stored away during the school day.
 - **Elementary students:** If you bring a device, keep it in a cubby or locker.
 - **Middle & High School students:** Keep devices silenced in your backpack or locker all day.
 - **Follow staff directions** about when devices may or may not be used (like field trips or school events).
 - **Use devices only when allowed** for learning, medical needs, translation, or emergencies.
-



Don'ts

- Don't use devices during classes, lunch, recess, study halls, or passing time (unless a teacher gives permission).
 - Don't bring devices into testing rooms. Staff will hold them until the test is finished.
 - Don't expect the school to replace or fix lost, stolen, or broken devices.
-



What Happens if You Use a Device When You Shouldn't?

1. **First time:** Device goes to the office, student picks it up after school.
2. **Second time:** A parent/guardian must pick it up.
3. **Repeated misuse:** Daily device check-in or loss of device privileges.

Further consequences may follow the Code of Conduct.

Remember:

- Devices are tools, not toys.
- School is for learning, connecting, and staying safe.
- Bring your best focus, not your phone!