

Stanley G. Falk School

Parent-Student Handbook and Code of Conduct Grades 7-12



2023-2024

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THE STANLEY G. FALK SCHOOL PROGRAM DESCRIPTION:

The Stanley G. Falk School, a New York State Education Department-approved Special Education Day School, provides educational programming for students aged 5-21 years, who require a high degree of structure and individual consideration to maximize success.

The educational experience at the Stanley G. Falk School is a fine balance of promoting growth in the areas of academics and social-emotional skills. Students are able to pursue a graduation pathway that best matches each individual's needs, all while improving self-control and the ability to form and maintain appropriate relationships with peers and adults.

The Stanley G. Falk School recognizes the importance of preparing our students to be successful beyond high school commencement. School-to-work transition planning begins at age 13, to prepare students for the shift to the community and toward their post-secondary goals.

MISSION STATEMENT:

To offer high quality school experience, providing individualized educational supports for all students.

VISION:

To empower our students to reach their individual potential, respect and value themselves and others, and become life-long learners.

PROMISE:

To lead with quality and provide innovative programs that will have a positive impact on the students, families, and community we serve.

ELIGIBILITY:

To be eligible for services a student must be classified with one of the following classifications by the student's home school district Committee on Special Education:

1. Emotional Disability
2. Other Health Impaired
3. Learning Disability
4. Intellectual Disability
5. Multiple Disabilities
6. Speech or Language Impairment

General Services Include:

- 10 or 12-month school schedule (8:00am-2:00pm), as determined by the Committee of Special Education
- Small, comfortable setting designed to meet the needs of special education students
- Highly structured, self-contained 6:1:1 classrooms with a certified teacher and teacher assistant
- Therapeutic crisis intervention staff and services that enhance the classrooms through proactive and responsive support services
- Frequent communication with parents/guardians
- Provision of academics designed to meet or exceed the guidelines/expectations of the New York State Department of Education
- Life and job skills training for students primarily 13 and older
- Speech, Occupational Therapy, Physical Therapy, and other related services as needed per individual student IEPs
- Prevocational training (for eligible students)
- Mainstreaming opportunities including community outings, athletics and special events
- Coordinated, goal driven planning for transition back to home school district or graduation from High School

Clinical Services Include:

- Individual counseling and/or group counseling as determined by the Committee on Special Education
- Crisis Intervention Counseling for students and families as needed
- Flexible scheduling to meet family need
- Advocacy and support to student(s) / family regarding educational, legal, vocational, medical, social services and other related needs
- Coordination of treatment planning with other community-based providers as needed

Medical Services:

Stanley G. Falk School nurses are available at all times for each site and address and coordinate health & medical issues with / for the students, families, and program.

STANLEY G. FALK SCHOOL STUDENT PARENT HANDBOOK

VISITORS:

The Falk School welcomes visitors during the instructional day. While visitors are welcome, the paramount concern is to provide a safe, orderly and inviting learning environment in which disruptions to instructional time are minimized.

In an effort to minimize distractions and retain the confidentiality of our students, we require all visitors to the Falk School to adhere to the following (Please note this includes dropping off and picking up students):

- All school visitors must enter through the main entrance.
- Visitors must adhere to any health and safety guidelines established by the school (ex. Masks, temperature checks)
- Visitors are required to provide photo ID;
- Visitors are required in at the front desk;
- Visitors are to remain in the waiting area in the main office until accompanied by staff to their destination;
- Visitors are NOT permitted to walk through the Falk School unaccompanied unless permission has been given by a member of the Falk Administrative Team;
- Visitors must have a Visitors Badge visible at All TIMES while in the Falk School;
- Visitors are expected to abide by the general rules of the Falk School.

Staff expecting visitors are to inform the building secretary located at the front desk. Staff need to be available at the time they are expecting visitors. The following information is required for each visitor:

1. Date of visit
2. Time of visit

3. Purpose of Visit
4. Location of Visit
5. Staff Responsible for Visitor

Previous students are welcome to return to the Falk School. Prior permission must be given by the Falk Administration.

STUDENT DRESS CODE

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society.

All students who attend the Falk School are expected to report to school in a school-provided uniform each day. The dress code creates a sense of belonging and fulfillment that comes from being a member of a positive organization, and enhances safety and security on site as well as off-grounds by quick identification of our students.

The standard Stanley G. Falk School uniform includes khaki (tan) or navy-blue pants, shorts, capris and skirts, worn with white or navy blue polo and dress shirts, sweaters or hoodless sweatshirts/fleeces. Clothing should be neat, clean and fit appropriately; neither too short/long, too tight, nor too revealing. If undershirt is worn, it must be white or navy. If a belt is worn, buckles should not be decorative. Slippers, leggings, yoga pants, and athletic warm-up/sweatpants are not permitted.

- Sneakers or shoes are permitted. Work boots, sandals, military boots or winter boots may not be worn in the building.
- Headwear is permitted for religious purposes only. Hats, headgear, hoods, and bandannas may not be worn in the building.
- Earrings, jewelry, body piercings or accessories which present a safety hazard to the wearer or others or are disruptive to the learning environment are not suitable for school wear and must be removed.
- Outdoor attire (including hats, coats, jackets, parkas, gloves, scarves, winter headbands, and hoodies) may not be worn in school and should remain in the student's locker throughout the day.
- Headphones should not be worn around the head or neck.

Because all situations cannot be anticipated, no list can be exhaustive. As a result, school administrators will continue to interpret and apply our dress code based on their professional

judgement. The principal and other designated personnel have the authority to require a student to change his or her attire should it be deemed inappropriate according to the above guidelines. Administrators, teachers and all other School personnel should exemplify and reinforce acceptable student dress.

Should a student violate the dress code, he or she will receive a warning from the classroom teacher and will be required to modify his/her appearance by replacing it with an item of clothing that meets the student dress code. The classroom teacher will contact the parents and remind them of the uniform dress code policy. The teacher must work with/parent to resolve the problem. If violations continue, it is the teacher's responsibility to inform the principal. The principal will notify the parent in writing of the infraction. It is the classroom teacher's responsibility to establish and enforce corrective plans of action.

ATTENDANCE:

In order to benefit from the educational program, Stanley G. Falk School students must report to school and class on time. Notification of attendance concerns will be given to parents/guardians through phone calls, letters, report cards, and/or parent conferences.

1. Excused Absences: Excused reasons for absence from school are: illness, sickness or death in the immediate family, locally impassable roads, religious holidays, approved educational trips, and appearance in court. All other absences are unexcused.

2. Unexcused absence/unofficial holiday: Absence from school for personal reasons (shopping, needed at home, family vacation) is unexcused even with parent permission and is so recorded on the student's permanent record. Students who have unexcused absences may lose credit for all work missed. Parents are encouraged to contact homeroom teachers regarding student attendance. If an extended absence is planned, parents are encouraged to inform the school. Before the planned absence, students should obtain work from all teachers whenever possible.

3. Readmission to school: Each student returning to school following absence must give the homeroom teacher a written note stating the student's name, date of absence, and reason for absence, signed by the student's parent/guardian. Telephone calls stating reasons for absence are acceptable.

4. Tardiness: If a student reports to school after 8:30 a.m. he/she is tardy and must report directly to the main office and sign in. When a student is late for school, a note is required from the parents. However, students submitting notes are NOT automatically excluded from consequences such as no access to make-up work/loss of credit. Students who drive to school will be subject to losing their driving privileges.

5. Perfect Attendance: Approved school field trips will not be counted as an absence when determining perfect attendance. All other forms of absence, excused or unexcused, will count as absences and will disqualify a student for perfect attendance status.

6. Early Release: Students who wish to leave school for any reason during the school day must present written permission from a parent to their homeroom teacher before homeroom on the day of the dismissal. No student may leave school without being officially excused, nor return to school without being officially admitted through the main office.

7. Truancy: Absence from school property, any assigned class, lunch or study period without school or parent permission is considered truancy. A student who is truant from school may be required to make up the time missed. In addition, the student may receive a grade of zero on work missed, or on quizzes and exams missed due to truancy.

TRANSPORTATION:

Transportation to and from school is coordinated through each student's home school district. Parents/guardians will receive notification from their school district prior to the start of the school year indicating pick up/drop off times; coordination question should be directed to your home school district's Special Education or Transportation office. All Falk students have curb-to-curb transportation as part of their IEP services and it is expected that students will report on their assigned buses. In order to assure safe transportation to and from school, students must behave while riding the bus. Misbehavior that distracts the driver is a very serious hazard to the safe operation of the bus, and as such, jeopardizes the health, safety and welfare of all the passengers. Continued misbehavior or misbehavior of a serious nature, can result in the suspension of riding privileges. If riding privileges are suspended, a child is still obligated to attend school and the parents/guardians are obligated to assure that he/she gets to and from school.

FOOD SERVICE:

The Stanley G. Falk School participates in the Community Eligibility Provision. This program allows the school to provide one free breakfast and one free lunch each school day to every student in attendance regardless of income. Participation in the breakfast and lunch program requires each student to take a full reimbursable meal. This means that any student who goes through the breakfast or lunch line must take all of the required components for the meal to be considered reimbursable. The meal must consist of 3 separate components and may choose up to 5 components (Protein, grain, fruit, vegetable, and milk). In order for the meal to be considered reimbursable one of the components must be a fruit or a vegetable. These are

federal requirements that must be met to participate in the National School Lunch Program and the School Breakfast Program.

HEALTH OFFICE:

Admittance from class to the Health Office will be permitted only when accompanied by a staff member. In emergencies only, if a student is unable to get teacher permission, the nurse will call the teacher immediately to notify the teacher that the student is in the nurse's office. Only students who are seriously ill in the opinion of the school nurse will be allowed to remain in the Health Office.

MEDICATION

Students who must take any prescription or non-prescription medication during school hours must follow these directions:

1. Obtain a Medication Slip from the Health Office.
2. Return the signed Medication Slip to the Health Office. It must be signed by Parent/Guardian and physician, and is good for the current academic year only.
3. Medication must be in its original container showing specific instructions and brought to school by a parent.
4. Medication must remain in the Health Office, with the exception of inhalers and epi-pens.
5. No medications of any kind may be carried or consumed on school property unless the above procedure is followed. Failure to comply with these guidelines will be subject to disciplinary action.
6. Parents/guardians should be advised to ask the pharmacist for two labeled containers, if possible, when filling the prescription—one for doses taken at home and one for doses taken at school.
7. In rare cases of hardship, an occasional exception may be necessary for the school to obtain medication for an individual student. In this case, communication between home and school will be necessary and a plan established.

ACCIDENTS OR ILLNESS

All accidents or illnesses, no matter how minor, must be reported to the teacher or coach in charge, who will then notify the health office. Students should report to the health office upon suffering injury or illness. Parents will be notified of accidents and are responsible for determining who will provide treatment when a student becomes ill during the

school day. For this reason, it is important that the students have home and alternative telephone numbers on file in the school.

Students too ill to remain in school will be sent home with permission of the student's parent and principal.

MEDICAL EXCUSE FROM REGULAR CLASS AND PHYSICAL EDUCATION CLASSES

If a student's injury or illness limits participation in any phase of the student's school program, that condition must be verified by a written explanation of the situation from the attending physician noting the period of time and the restrictions. In the event of a long-term illness or handicap the medical excuse must be renewed annually.

1. The student must submit the doctor's statement to the health office prior to any schedule/grade change.
2. The school nurse will file the original statement in the student's health folder and notify the student's counselor.
3. The counselor, the student and the teacher involved should agree on the student's schedule during the excused period.
4. A student who is medically excused for a period of time must complete an alternative activity and/or a research project.

FIELD TRIP PROCEDURES:

1. A field trip is not a right; it is a privilege.
2. Permission to participate in a field trip may be denied to any individual student by any of the student's classroom teachers who feel that the student cannot educationally afford to miss regular class.
3. The teacher denying the student the privilege of taking the field trip will discuss the reason(s) with the trip sponsor and with the student.
4. Faculty must be notified, as soon as possible, of students going on a field trip.
5. Each student must submit a field trip permission form with pertinent medical information signed by a parent/guardian and turned in to the teacher in charge prior to departure.

THERAPEUTIC CRISIS INTERVENTION (TCI)

The school uses Therapeutic Crisis Intervention (TCI) as our Crisis Management Program. The goals of this program are to teach students effective coping skills and to ensure safety. Staff receive initial and regular refresher training from Cornell certified TCI Trainers. Staff are routinely trained in many techniques to prevent, de-escalate, manage and resolve crisis situations. At times, physical restraint may be necessary to ensure the safety of students and/or staff. The underlying principle of restraint is to use the maximum amount of caring and

the minimum amount of force necessary. In these situations, parents/guardians will be notified of the event on the day that the event occurs. Following any restraint, staff will engage students in a Life Space Interview (LSI) to uncover the student's underlying feelings or needs, then develop a more effective plan to use in the future.

Social- Emotional Supports

In addition to academics, a major component of the program is the daily work done with students to help them develop healthy, pro-social coping skills. This is accomplished through planned, formal methods (scheduled individual and group counseling) and responsive, informal (daily interactions with staff and students) coaching.

Use of Support Office as a Time Out Room

Typically crisis support is provided in the classroom, or other space where the student is located. At times, it is necessary for students to have space in another location, such as the support/counseling office, to de-escalate. This specific use of the Support Office is consistent with the NYSED definition of "Time Out" rooms. For all other purposes, use of the Support Office is not considered a Time Out room. The use of Time Out is a therapeutic technique designed to facilitate growth in regard to a student's ability to deal with stress and/or crisis in a pro-social manner. A Time Out room will be utilized for a student to safely de-escalate, regain control and prepare to meet expectations to return to his or her education program.

All students, families, and staff should know the location of the Support Office-Time Out room and can have the opportunity to see the room. This is traditionally shown during the initial tour but could be made available for viewing this space at another time. The Time Out Policy is located in the Code of Conduct.

The physical space of the Support Office-Time Out room at each location provides a means for continuous visual and auditory monitoring of the student. The room is of adequate dimensions, lighting, ventilation and temperature. The room is free and clear of objects and fixtures that can be potentially dangerous to a student and meets all local fire and safety codes.

All staff will be trained on the policies and procedures related to the use of the Support Office-Time Out room. During onboarding, this training will take place during our New Hire Orientation. Additionally, all staff will receive refresher training on the use of the Support Office/Time Out room on a quarterly basis during the school year as part of our Therapeutic Crisis Intervention updates.

Policy for using the Support Office as a Time Out room:

1. A student may be directed to the Support Office-Time Out room when the student's level of disruption of the immediate environment is substantial or they are a danger to themselves or others and are not responding to other TCI de-escalation strategies. The

intervention of Time Out or use of the Support Office are not to be used as a consequence or punishment for inappropriate behavior.

2. Students will be supervised at all times by at least one staff member in the Support Office-Time Out room.
3. The room will never be locked when students are present, unless there is a superseding event, a Lock Down, in the school.
4. Staff will record use of Time Out in the Support Office- Time Out room using the Co-Regulation & De-escalation Log. This log will be utilized to monitor/measure the effectiveness of use of the Time Out room for each student and will be analyzed as deemed necessary.
5. The Time Out will end when the child has regained composure and the crisis has resolved, unless otherwise directed on the student's IEP, not to exceed 30 minutes from the onset of escalation.
6. Parents will be notified of their child's use of the Support Office as a Time Out room.
7. Except for unanticipated situations that pose an immediate concern for the physical safety of a student or others, the use of a time out room shall be used only in conjunction with a behavioral intervention plan that is designed to teach and reinforce alternative appropriate behaviors.

Emergency Interventions -Physical Interventions

If a student is physically violent and creates an imminent risk of harm, staff may need to implement a physical restraint to ensure safety.

1. Physical Restraints are implemented with the principle of Minimal Amount of Force Necessary and Maximum Amount of Caring.
2. Parents/Guardians will be notified on the day when a Physical Restraint is utilized.

Life Space Interview (LSI)

The LSI is a structured conversation with a student after a stressful incident.

1. During an LSI, students will discuss the incident.
2. They will develop a plan to use in future situations.
3. An LSI will always take place following a physical restraint or using the Support Office as a Time Out Room. An LSI can also be conducted following any other crisis situation.

SCHOOL CALENDAR 2023-2024

2023-2024 Stanley G. Falk School CALENDAR

JULY 2023

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AUGUST 2023

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SEPTEMBER 2023

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OCTOBER 2023

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DECEMBER 2023

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JANUARY 2024

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FEBRUARY 2024

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MARCH 2024

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APRIL 2024

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MAY 2024

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JUNE 2024

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IMPORTANT DATES

July

- 3 Summer School Begins
- 4 Independence Day (Offices Closed)

August

- 11 Summer School Ends

September

- 1 Superintendent's Conference Day
- 4 Labor Day (Offices Closed)
- 5 Superintendent's Conference Day
- 6 First Day of Classes

October

- 6 5-Week Reports (MP 1)
- 9 Indigenous Peoples' Day (Offices Closed)

November

- 9 Marking Period 1 Closes
- 10 Veterans Day Observed (Offices Closed)
- 22 Superintendent's Conference Day
- 23-24 Thanksgiving Recess (Offices Closed)

December

- 22 5-Week Reports (MP 2)
- 25-29 Winter Holiday Recess

January

- 1 Winter Holiday Recess
- 15 M.L. King Jr. Day (Offices Closed)
- 23-26 NYS Regents Exams (High School)
- 26 Marking Period 2 Closes

February

- 19 President's Day (Offices Closed)
- 19-23 Mid-Winter Recess

March

- 1 5-Week Reports (MP 3)
- 15 Superintendent's Conference Day
- 29 Spring Recess Begins

April

- 1-8 Spring Recess
- 12 Marking Period 3 Closes
- 19-26 NYS ELA Testing Window (Gr. 3-8)

May

- 2-9 NYS Math Testing Window (Gr. 3-8)
- 17 5-Week Reports (MP 4)
- 24 Superintendent's Conference Day
- 27 Memorial Day Recess

June

- 4 NYS Regents Exams (High School)
- 13 Last Day of Classes (High School)
- 14-26 NYS Regents Exams (High School)
- 19 Juneteenth Holiday (Offices Closed)
- 26 Last Day of Classes
- 27 Superintendent's Conference Day
- 28 Superintendent's Conference Day

July 2024

- 1 Summer School Begins

	H.S. Regents Exam
	3-8 NYS Testing
	Schools Closed

	Offices Closed
	Summer School
	Supt. Conference Day



Important Procedures

for Students in Grades 7-12

STANLEY G. FALK SCHOOL IMPORTANT PROCEDURES

ARRIVAL TO SCHOOL

When students arrive at our junior high/high school, all report through a designated entrance. Students are expected to wait quietly in line, with cell phones and other technology powered off and put away. Personal bags should be open and placed on a table to be searched as students pass through a metal detector. If the metal detector signals an alert as a student passes through, that student is directed to an area where a wand search can be conducted to ensure student safety. Any liquid containers that are opened prior to entering will be emptied and discarded. Students then retrieve their breakfasts from the cafeteria (if desired) before reporting to their homeroom.

DISMISSAL FROM SCHOOL

At the conclusion of the school day, all students return to homeroom in preparation for dismissal. Students remain in homeroom and are walked directly to their bus when it is announced via the PA system. Cell phones and other technology is returned to students as they board their buses to depart. Students with NFTA metro or driving privileges are escorted to the main office to sign out prior to departure.

CAFETERIA

BREAKFAST:

Upon arriving at school, students are provided the opportunity to eat breakfast. Breakfast is served until 8:30am, making it important for students to arrive in a timely manner. Students who arrive late on a school bus, will be provided breakfast after this window until 9:00am. After morning arrival, students enter the breakfast line quietly, retrieve their breakfast and transition independently to their homerooms. All students eat breakfast in their designated homeroom.

LUNCH:

Students attend lunch with their homeroom accompanied by the teacher and/or teacher aide at the designated lunch time. Students enter the tray line quietly, select their lunch items, and sit at an assigned table with their homeroom. Students are monitored throughout the duration of the lunch period. After all of the homeroom students have finished their lunch, students return to their homeroom with the teacher and/or aide in an orderly fashion.

GENERAL:

Students should enjoy their lunch period and are permitted and encouraged to talk quietly, respectfully, and politely to one another at their own table.

Students must be given permission to leave their designated table for any reason. All food is to be eaten in the cafeteria and no food should be removed from the cafeteria.

Students may not share food at the table.

TRANSITION

Students in grades 7-8, transition to and from specials (Lunch, Art, Music, PE) and other content classes accompanied by an adult in a quiet and orderly line.

Students in grades 9 - 12 transition from class to class unaccompanied, for a traditional high school experience. Students transitioning between classes are provided a two-minute window to go from class to class. Students are expected to go directly to their next class without deviating from their assigned schedule. Students utilize the right-hand side of the hallways to transition. Hallways are monitored by staff during times of transition. Any infraction involving not following transition guidelines will be addressed and communicated to the homeroom teacher. During class transitions, students are allowed to carry one bookbag or backpack. Bookbags/backpacks are permitted to be used by students for carrying required materials for classes such as books, writing utensils, agenda, etc. Food items are not permitted to be carried in backpacks or during transition. In order to be prepared for class, students may access their lockers three times during the school day to include: morning arrival, before/after lunch and prior to dismissal. When transitioning outside the scheduled class periods, students are accompanied by a staff member at all times.

CELL PHONE/ELECTRONIC DEVICES

Upon entering the school, all cell phones and other electronic devices, including but not limited to cell phones, iPods, iPads, Apple Watch, electronic gaming devices, etc.) must be turned in to the homeroom teacher. All cell phones must be stored "OFF" or in non-operational mode. Students may not carry or operate cell phones during the instructional day in the building. Any student carrying or operating a cell phone in the school building during the instructional day will be subject to having the item confiscated by school personnel. When a cell phone is confiscated from a student, staff will immediately notify the principal and parents/guardians of the student so other arrangements (means of communication) can be made with their child. The principal will meet with the student in violation to review expectations.

Should a student be found to repeatedly violate this policy, the device shall be confiscated and delivered to the principal's office. In this case, the principal will notify the parents/guardians of this violation and parent/guardian must meet with the principal to recover the item.

The decision to bring an electronic communication device or other electronic devices is a decision of the student and/or the student's parents/guardians. Students, parents/guardians are on notice that the school assumes no liability for the damage, destruction, theft or loss of such devices on school property. When making the decision to bring such devices to school, the student and parents/guardians assume the risk of potential damage, destruction, theft or loss.

The taking, disseminating, transferring, or sharing of obscene, pornographic (child or adult), lewd, or otherwise illegal images or photographs, whether by electronic data transfer (wireless communication devices) or otherwise (commonly called texting, sexting, posting to social media, emailing, etc.), may constitute a crime under State and/or Federal law. Such offenses will be subject to the disciplinary procedures of the school and reported to law enforcement and/or other appropriate state and federal agencies.

SCHOOL TECHNOLOGY USE

Classroom technology and the school network may only be used for educational purposes. Any behavior or action contrary to the Falk School's purposes is considered an infraction and may result in the immediate and/or permanent loss of access to IT tools and/or further disciplinary actions. At any time, as required for administrative or technical reasons, a network administrator may close an account.

STUDENT DRIVERS/METROPASS

Transportation via a school bus is provided for all students who attend the Stanley G. Falk School from their home district. The principal may grant driving privileges/NFTA metro pass to upper level high school students who have demonstrated responsible behavior over a given period of time. Upon principal and parent/guardian approval, principal will meet with students to review and outline expectations.

In order to grant NFTA metro pass privilege, parent/guardian must complete an Individualized Education Plan (IEP) amendment to their home district to provide consent to remove curb to curb transportation from their IEP and grant a monthly NFTA metro pass for the student. The NFTA metro pass is issued by the home school district and not the Stanley G. Falk School. This will become the identified mode of transportation on the students' IEP.

For those students who are granted a driving privilege to school, student along with parent/guardian will sign a contract for the school year to outline expectations of the driving privilege. Vehicles driven to the Falk School must be insured, inspected, and registered in order to continue the driving privilege. Documentation will be kept on file for the duration of the school year.

The principal reserves the right to revoke Metropass and driving privileges at any time due to misconduct or behavior that results in the student not being in good standing in the school environment (grades, attendance, etc.) In this case, the principal will notify parent/guardian of this decision.



Program Information

for Students in Grades 7-12

STANLEY G. FALK SCHOOL PROGRAM INFORMATION

THERAPEUTIC CRISIS INTERVENTION (TCI)

The school uses Therapeutic Crisis Intervention (TCI) as our Crisis Management Program. The goals of this program are to teach students effective coping skills and to ensure safety. Staff receive initial and regular refresher training from Cornell certified TCI Trainers. Staff are trained in numerous techniques to prevent and manage student behaviors. At times, physical restraint may be necessary to ensure the safety of students and/or staff. The underlying principle of restraint is to use the maximum amount of caring and the minimum amount of force necessary. In these situations, parents/guardians will be notified of the event. Following any restraint, staff will engage students in a Life Space Interview (LSI) to uncover the student's underlying feelings or needs, then develop a more effective plan to use in the future.

GRADING

To receive credit for a course, a student must receive a final average of 65%. The final average is the result of four quarterly grades and a final exam/project (or two quarterly grades if only a semester course). Regents credit is granted only when the student passes the Regents examination and the course. Local midterm and final exam grades are valued at 10% of the quarterly grade in which they occur.

Please note: All students are expected to be present to take a scheduled exam. Make up exams are not given. A doctor's script stating the student was physically unable to take the exam must be presented within 24 hours of the exam (or a period of time determined by the principal) or a grade of zero will be given. Each teacher of an academic course in grades 7-12 will provide a class-specific grading policy at the commencement of a course.

HONOR ROLL AND MERIT ROLL

Recognition for student achievement is an integral part of the educational program. In addition to ongoing classroom-based acknowledgment of improvement and/or achievement, guidelines are as follows:

Honor Roll - 90% or higher cumulative average in all subject studies (Exception: labs).

Merit Roll - 85% or higher cumulative average in all subject studies (Exception: labs)

Four or more numerically graded courses are required for honor roll or merit roll consideration. Honor roll and merit roll lists are published after the 10th, 20th, and 30th weeks.

REPORT CARDS

Student grades will be issued following the 10th, 20th, 30th, and 40th weeks of school. These reports will be available on the parent portal. Report cards are a summary of achievement. Subject achievement is denoted by a numerical grade with 65 being the minimum passing grade.

INTERIM/PROGRESS REPORTS

Interim reports will be available through the parent portal following the 5th, 15th, 25th, and 35th weeks of school. If a student is underachieving or in danger of failing a course, parents should expect timely communication from the teacher either through an interim report or other means such as a telephone call or message conveyed through the student. These reports may help to make the parents aware of a problem or a potential problem or may serve to report exceptional progress. Students should discuss progress reports with parents, school counselors and teachers.

CREDIT REQUIREMENTS

All students that are on track to receive a local diploma, Regents Diploma, or a Regents with Advanced Designation Diploma will need to complete the following credits prior to graduation.

CREDIT REQUIREMENTS

(Apply to all diploma types: local, Regents,
Regents with advanced designation)

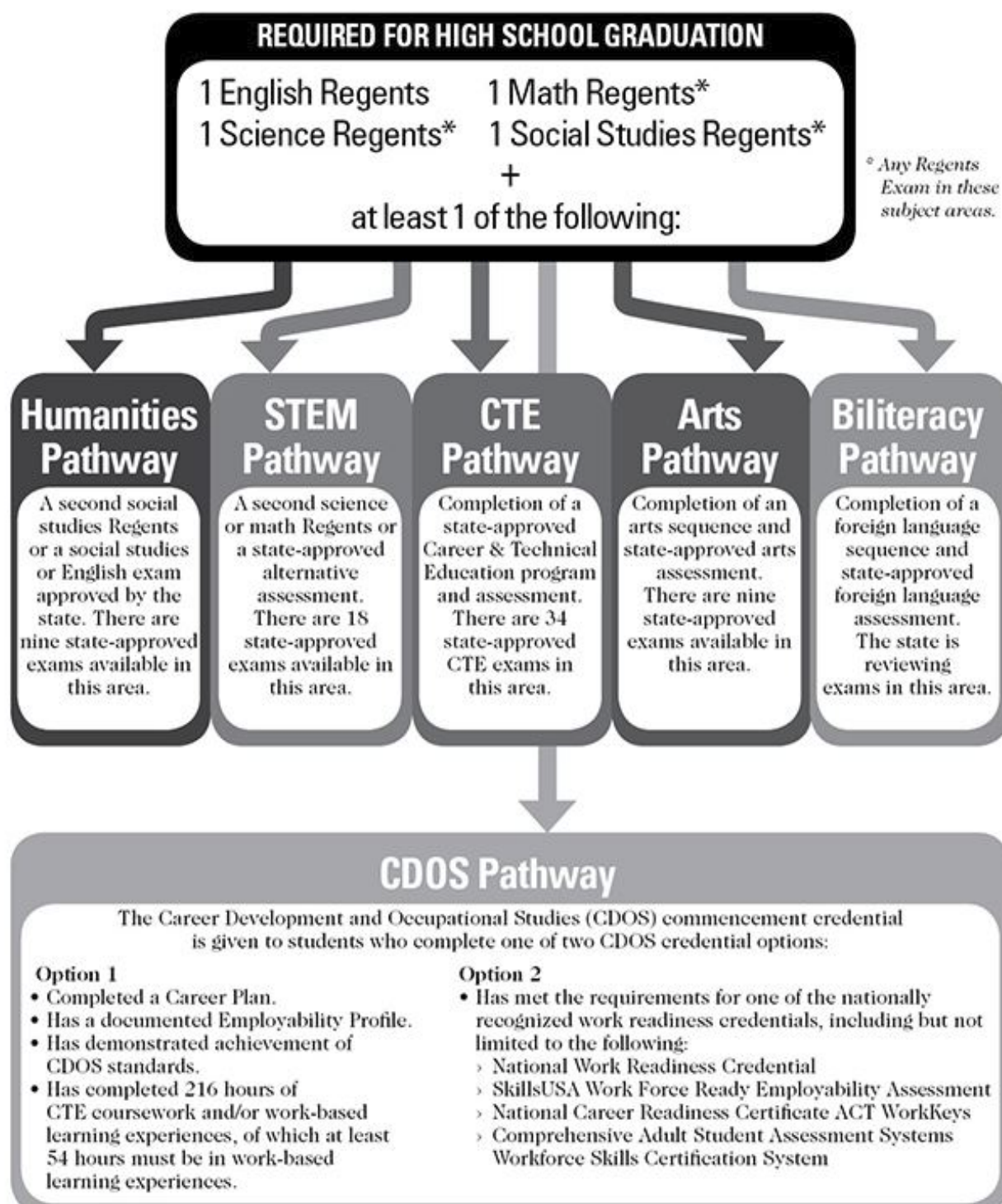
	MINIMUM NUMBER OF CREDITS
English	4
Social Studies (see note #6) <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
Languages Other than English (LOTE)	1 ^(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	0.5
Electives	3.5
Total	22

^(**)Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

GRADUATION PATHWAYS

As students complete course work and NYS Assessments, Stanley G. Falk School Counselors and Teachers will work closely with each student to determine the most appropriate graduation pathway. These pathways are outlined below.

Multiple Pathways to Graduation



DIPLOMA TYPES:

HIGH SCHOOL DIPLOMA

Regents Diploma

22 credits AND

- **65 Pass** on 4 Regents Exams (1 ELA, 1 Math, 1 Science, 1 Social Studies) & either additional course(s) with approved exam in Math, Science, Social Studies, CTE, LOTE, or Arts, OR attainment of CDOS Credential
- **Appeals** of scores of 60-64 for all students (1 appeal = Regents Diploma; 2 appeals = Local)

Local Diploma via Safety

Net for SWDs:

22 Credits AND

- **Low Pass** 55-63 on Regents exams
- **Appeals** of scores of 52-54 for SWDs
- **Compensatory Option**
 - *Student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they compensate with scores 65 or higher on other exams AND meet district attendance and course requirements (get course credit)
 - *English and math scores must be 55 or higher
- **Superintendent Determination**
 - *Students with IEPs may score below 55 on Regents exam(s) and pass, if the superintendent determines that the student has otherwise demonstrated proficiency in the subject area by completing designated procedure and documentation

CREDENTIALS

(NOT High School Diplomas)

Career Development & Occupational Studies Commencement Credential For ALL STUDENTS

(effective March 2016)

- Provided in conjunction with diploma
- Sole exiting credential for some students with disabilities. Students must be provided appropriate opportunities to earn diploma

OPTION 1

- Career Plan completed annually
- Minimum 2 units (216 hours) of study in CTE coursework, including at least 54 hours of Work-Based Learning
- Completion of Employability Profile

OPTION 2

- Attainment of a nationally recognized work readiness credential

Skills and Achievement Commencement Credential

- NYSAA eligible and assessed students
- Attended 12 years excluding K, or end of year attains age 21
- CDOS learning standards instruction including community and work-based learning
- Accompanied by designated comprehensive Student Exit Summary document

COURSES AND ACADEMICS

The Stanley G. Falk School offers a variety of courses during the 2019-2020 school year to meet New York State Graduation requirements. The principal will schedule all high school students with a shared educational experience that will prepare each of them for graduation, meet outlined requirements and ensure readiness for college and careers of choice. The educational team will assist students in planning for their next academic year and the remainder of their high school academic experience taking into account the revised graduation requirements, preparation for post high school study and their career plans. In order to meet this objective, a course catalog will be created and published to provide a sequence of courses for each subject area that is aligned to New York Learning Standards and to the Common Core State Standards for Mathematics, English Language Arts and Literacy in History/Social Studies, and Science. The goal is to engage students in rigorous and tiered learning experiences that will align to college and career readiness standards.

Parents are strongly encouraged to become involved in this process and develop an awareness of graduation requirements. To the best of our ability we will provide a schedule that meets the students' academic goals and allows them to take advantage of the diverse programs we are able to offer. Please keep in mind that through the scheduling process final course offerings may change for a variety of reasons, including state requirements, staffing, and the number of student requests. Finally, if questions arise or if you need further clarification, please contact your school's principal or counselor.

To qualify for a Regents Diploma, students must pass required Regents Exams in English Language Arts, Mathematics, Global Studies, US History and Science or utilize the 4 + 1 Pathways. To qualify for an Advanced Regents Diploma, students must pass additional Regents exams in Mathematics and Science. Students must also pass a local/regional exam in a language other than English. A local diploma is available for special education students based on their Individualized Educational Plan. See school counselor for specific details.

COURSE CREDIT

Unit of Credit: A unit of credit is earned by taking a subject for a full year, completing all requirements and by earning a final average of 65% or above, calculated by averaging each of the quarterly grades.

Half-Credit: A half unit of credit is earned by taking a subject for one semester, completing the same average requirements as a full year course.

Quarter-Credit: A quarter unit of credit is earned by taking a subject/class one time per week, completing the same average requirements as a full year course.

COURSE REPEAT DUE TO FAILURE

A student who fails a full year content course has the option to attend summer school or repeat the course and take the Regents Exam or final exam in January. The final grade given in June (or January for a one semester course) may not be changed except for highly unusual circumstances and then only by the high school principal. A student may be allowed to repeat a full year course while taking the next course in the same subject field by recommendation of his/her school counselor, after consulting with the previous year's teacher and the new teacher. Any exceptions or unusual circumstances must have the approval of the high school principal. In science courses with labs, all lab requirements must also be met.

SUMMER SCHOOL

Summer School (or Extended School Year) is a service determined by the Committee on Special Education. Summer School provides remedial courses for middle and high school students in Math, Science, Social Studies, English, and Physical Education. Parents are encouraged to contact their child's counselor to discuss options and to ensure that their child is on track to graduate. Summer School information is available in mid-April. Failing students are advised to retake the entire course in summer school.

AMERICAN READING FRAMEWORK:

All Stanley G. Falk students in grades 7 and 8 participate in the American Reading Company's reading challenge. All students complete a reading assessment with a teacher to determine the student's independent reading level. This is the level that your child can read on his or her own and without any support. Once this level is determined, students will read a minimum of 30 minutes a day at school and a minimum of 30 minutes a day at home. Please use the reading log to sign off and validate your student's reading each night. This is a required part of homework.

WORK-BASED LEARNING

The Career Development and Occupational Studies Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has developed the knowledge and skills necessary for entry-level employment. This credential can be used as an approved pathway to obtain a Regents Diploma, local diploma or as an exit credential for students with disabilities that are unable to meet the diploma requirement. To be eligible, students will need to complete a career plan each year and obtain 216 hours of career and technical education (CTE) instruction (54 of those hours being work based learning being evaluated by an employability profile). The coursework created by Stanley G. Falk School has been designed to provide students with meaningful access to the Career Development and Occupational Studies Credential.

Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace. A quality WBL program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Our work-based learning courses are designed to give students hands-on experience in a career field of their choice. It also includes classroom learning on important workplace topics, such as resume preparation and effective interviewing techniques, teamwork, projecting a professional image, and job motivation and benefits. Students are placed with an employer in a local company. This experience allows students the opportunity to work with people in their desired field which may lead to future job opportunities.

Out of building placements for work experiences will be provided at our supported internship sites and through our community partnerships. All out of building placements will be supervised by our Stanley G. Falk staff members.

HOMEWORK

School staff considers the practice of homework as one of the vital means by which students can better learn the required material in each curriculum area. The prime responsibility of homework belongs to the students themselves. The teachers, parents, and administrators also play an integral role in a successful homework experience. The need for active communication is essential throughout the homework process.

Purpose of homework

At the secondary level, the purposes of homework include:

Practice/Review – to reinforce and/or master basic skills already presented in class

Preparation – to introduce material to be presented in future lessons

Extension – to provide students with opportunities to transfer specific skills or concepts to new situations

Application – to enable students to connect skills and concepts to new situations

Time Guidelines

Students are expected to complete homework by the assigned due date. If a student is absent from school due to illness or another legal reason, the student is expected to complete the assignment according to teacher guidelines. Homework assigned over weekends or extended vacations should not represent more work than a non-weekend or vacation period.

Assignments requiring computer time will be extended to a minimum of three days so that all students are able to access a computer.



Athletic Handbook

for Students in Grades 7-12

STANLEY G. FALK SCHOOL ATHLETIC HANDBOOK

ATHLETIC ELIGIBILITY REGULATIONS

A student participating in the Interscholastic Athletic Program must be a bona fide student as defined in the New York State Public High School Athletic Association's Handbook, and:

- Maintains regular attendance and is not habitually tardy to school or class.
- Is in good academic position demonstrated by passing all core classes, including PE, or taking aggressive action to improve a failing grade.
- New students - All factors regarding grades and behavior for first year students will determine eligibility.
- Eligibility will be determined by input from teachers, counselors, athletic coordinator and administration.
- Students are eligible for interschool competition in grades 9-12, until their 19th birthday. If they reach the age of 19 after July 1, the student may continue to participate for the remainder of the school year.
- Students must hand in their signed Concussion Management and Sportsmanship/Eligibility Policy Student Agreement paperwork to be eligible to participate in the first practice.

MEDICAL EMERGENCIES

Each student must have a physical examination (approval from a medical doctor) prior to participating in any practices or games. This examination must be given prior to the sports season involved. A student who is injured or ill, and has been absent from school more than 5 consecutive days, must be seen by the school nurse and may require a physician's approval in writing before resuming participation. **ALL INJURIES MUST BE REPORTED TO YOUR COACH.**

STUDENT AGREEMENT/ATHLETIC RELEASE FORM

Each student must return the Sportsmanship/Eligibility Policy Student Agreement/Athletic Release form with the proper signatures before he/she can participate in any practices or games. Each student must participate in the Concussion Management "in-service" conducted by the head coach at the start of each sports season, and a copy of the Concussion Awareness form must be signed by a parent/guardian and returned to the coach prior to participating in the first game.

ATTENDANCE

Athletes must have consistent attendance in school to remain eligible to participate in the Falk School sports program. Students must be in school on time and may not be habitually tardy. Participating students are required to attend all scheduled practices and games unless excused by the Head Coach. A student who finds it necessary to be excused for any valid reason must inform the head coach in advance for permission. Students are to be on time for practices and games; chronic lateness will not be tolerated. All students must attend and participate in at least three classes (must be in the building by 11:00 PM) on school days to be eligible to participate in practice or in games on that day. Consequence for unexcused absences:

- a. Two absences = 1 benched contest
- b. Three absences = 2 benched contests
- c. Four absences = 1 week suspension
- d. Five absences = removal from the team

ALCOHOL, DRUGS, TOBACCO

A student is NOT to use, be in possession of, or be under the influence of any tobacco products (cigarettes, cigars, pipes, snuff, chewing tobacco, etc.) NOT to drink, be in possession of, or to be under the influence of an alcoholic beverage. NOT to use, be in possession of, or be under the influence of illegal drugs. If a student is in possession of or to be found under the influence, they will be dismissed from the team.

EXEMPLARY PERSONAL CONDUCT

A student is not to be insubordinate, disorderly, uncooperative, or violent. A student whose general conduct endangers the safety, morals, health or welfare of others will be subject to disciplinary action up to and including removal from the team at the discretion of the Athletic Coordinator and Administration.

EXPECTATIONS OF ATHLETES

A team member must remember that he represents the entire student body as well as the faculty, and must not, by his actions, bring dishonor to our school. A team member must lead by example, is to be admired as an athlete and be a lady/gentleman at all times inside and outside of the school building. A team member who is on the bench is important to his team, and must assume a positive attitude at all times. A team member must never criticize a coach, official, opponent, teammate or spectator. A team member not following these expectations is subject to discipline upon review by the Athletic Coordinator and Administration.

MINIMUM ACADEMIC REQUIREMENTS

Student athletes must strive to maintain passing grades in all subjects. (The head coach is responsible for communicating with staff to ensure team members are academically eligible.) If a student athlete is failing one core course, the student is expected to complete work to achieving a passing grade of 65. The student may be allowed to practice during this time period. If a student athlete is failing two or more core subjects, he/she may not participate in practice or games until the grades are brought back up to at least a 65.

VIOLATIONS

Most of the regulations cited herein are self-imposed rules. Nevertheless, if the athlete cannot assume the maturity of self-discipline, and elects to violate any of the attached regulations, it may be necessary to invoke disciplinary action. Upon the recommendation of the Athletic Coordinator or upon his or her own initiative, a student's Principal has the authority to determine whether there has been a violation of the Code of Conduct. The Principal has the authority to decide what, if any, discipline or consequences will be imposed. The disciplinary action may include, but is not limited to:

- A conference with the Coach, Athletic Coordinator, and/or Principal.
- Extra work and/or make-up time.
- Suspension from the team: Based on the infraction, a student may be suspended from the squad until an investigation into the incident is fully conducted. Once the student is cleared, he/she may resume his/her position on the team.
- Dismissal from the team: If dismissed from the team, the student is not eligible to participate in any remaining practices or games that season. In addition, the student will not be eligible to participate in the next scheduled sports season. (i.e.: removal during the fall season would make the student ineligible to participate in winter season.) Students who are involved in legal matters resulting from their being arrested or taken into custody may not participate in interscholastic sports, including practice or competition, until the matter has been positively resolved and all necessary documentation of the resolution has been received by School Administration. If a student is removed from a team in two consecutive seasons (i.e.: fall and winter, winter and spring) he/she will not be eligible to participate on any athletics team. If a student is removed from the same team two times (i.e.: Soccer 2018 and Soccer 2019) he/she will no longer be eligible to participate in that specific sport anymore. All final decisions on eligibility and determination on if a student's actions warrant suspension or removal from a team are at the discretion of the Athletic Coordinator and the Administrative team.

REGULATIONS

All students are to abide by the regulations established by the Stanley G. Falk School and the Independent Athletic Conference, and the Niagara Frontier Christian Athletic Association.



Code of Conduct

Grades k-12

STANLEY G. FALK SCHOOL CODE OF CONDUCT

STUDENT RIGHTS

All students in attendance at the Stanley G. Falk School are entitled to the following:

- The right to privacy
- The right to an education
- The right to a safe environment free from abuse or maltreatment by staff and peers
- The right to confidentiality
- The right to participate in all activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability, or any other category of individuals protected by federal, state, and local governments

STUDENT RESPONSIBILITIES

- Contribute to maintaining a safe school environment that is conducive to learning and to show respect to other persons and to property.
- Attend school daily unless legally excused and be in class, prepared to learn.
- Work to the best of their ability in all academic areas and strive toward their highest level of achievement possible
- React to direction given by any school staff person in a respectful manner.
- Dress appropriately for school.
- Accept responsibility for their actions.
- Use coping strategies and plans to regulate behavior.
- Seek assistance from teachers, parents and staff when difficulties arise.
- Use non-sexist, non-racist and other non-biased language.
- Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- Use communication that is not obscene or defamatory.
- Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others promptly to a school staff member without fear of retaliation.
- Report possession of weapons, alcohol or illegal substances on school property or at school functions immediately and without fear of retaliation.

PARENT RESPONSIBILITIES

- Recognize that the education of their child (ren) is a joint responsibility of the parents and school community.
- Send their child (ren) to school ready to participate and learn.
- Ensure their child (ren) attend school regularly and on time.
- Insist their child (ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child (ren) understand that school rules are required to maintain a safe and orderly environment.
- Ensure absences are excused.
- Provide time, space and materials for your child to complete any assigned homework. Any homework assignments may be graded and can be averaged in as part of your child's grade for that subject area
- Contact the teacher or counselor if there are any concerns about your child's progress in class.
- Maintain a climate of mutual respect when dealing with school personnel.
- Provide the school with the means to contact them or a designated person during regular school hours in case of an emergency or discipline problem.
- Provide the school with any changes in:
 - o Address
 - o Telephone number
 - o Emergency contact
 - o Custodial designee
 - o Medication

TEACHER AND STAFF RESPONSIBILITIES

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- Be prepared to teach
- Ongoing staff development with a focus on student behavior and discipline
- Demonstrate an interest in teaching and concern for student growth, change achievement
- Provide appropriate expectations, assignments, grades and discipline.
- Ensure that students are aware of school and classroom rules and expectations
- Communicate regularly with students, parents, HGS staff and pertinent community providers regarding opportunities for growth, change and achievement
- Report orally any incident of harassment, bullying and/or discrimination that they witness or that is reported to them

PROHIBITED STUDENT CONDUCT

The Stanley G. Falk School expects all students to conduct themselves in an appropriate, acceptable and civil manner, with proper regard for the rights and safety of other students, staff and other members of the school community, and for the school environment and equipment.

The best discipline is self-regulation, and students must learn to assume and accept responsibility for their behavior. Falk School staff who interact with students are expected to use disciplinary action when necessary and to place emphasis on the students' ability to grow and change as a student and as a person.

The Stanley G. Falk School recognizes the need to set specific and clear expectations for students conduct while on school property or engaged in school functions. The rules of conduct listed below are intended to meet this objective, while focusing on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules and norms will be required to accept the disciplinary measures for their conduct.

The listed sanctions are advisory and, as a general rule, discipline will be progressive. However, the school may impose a level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

Students of the Stanley G. Falk School may be subject to disciplinary actions when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

- Trespassing. Students are not permitted in the school building outside of regular school hours. Students are not allowed in the school building or on school and agency grounds when suspended out of school.
- Use of language and gestures that is profane, lewd, vulgar, abusive, threatening, have racial, gender, or religious implications.
- Any willful act that disrupts the normal operation of the school.
- Computer/electronic communications misuse, including any unauthorized use of computers, laptops or iPads, software, or internet, or accessing inappropriate websites.
- The use of any electronic devices in the school is prohibited unless specifically designated on a student's IEP.
- Skipping classes.

- Not promote, endorse, possess or use alcohol, tobacco, tobacco products or electronic substitutes, lighters, matches or any object that may be deemed a weapon.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failure to comply with teachers' requests.
2. Demonstrated disrespect for others.
3. Tardiness and missing school without a valid reason.

C. Engage in conduct that is disruptive to the learning process and the rights of the other students. Examples of disruptive conduct include, but are not limited to:

- Unacceptable classroom behavior that impedes the learning process of any other student.
- Unacceptable classroom behavior that is disrespectful towards teacher, staff members or peers.

D. Engage in conduct that is violent in nature and affects the safety and welfare of oneself and others. Examples of violent conduct include, but are not limited to:

- Committing an act of violence (such as, but not limited to, hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
- Committing an act of violence (such as, but not limited to, hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
- Possessing a weapon. Authorized law enforcement officials are the only person permitted to have a weapon in their possession while on school property.
- Displaying what appears to be a weapon.
- Communicating any threats to use a weapon.
- Damaging, destroying, or stealing the personal property of a student, teacher, administrator, or other staff person lawfully on school property.
- Damaging or destroying Falk School or agency property.

E. Engage in conduct that endangers the safety, morals, health or welfare and of self and/or others. Examples of such conduct include, but are not limited to:

1. Lying to school personnel.
2. Stealing the property of others while on school property or attending a school function.

3. Defamation which includes making false statements or representations about another individual or group of individuals that harms the reputation of the person or group by demeaning them.
4. Discrimination which includes the persons actual or perceived race, creed, national origin weight, ethnic group, religion, gender, religious practice, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment or bullying, which includes a sufficiently severe action, statement or a persistent pattern of action or statements directed at an individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing, demeaning or sexual.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the Purpose of initiating into, affiliating with or maintaining membership in any school activity or club.
8. Selling, using, or possessing obscene materials.
9. Using vulgar, discriminatory, or abusive language, cursing or swearing.
10. All tobacco products and associated items including vaping materials are prohibited on campus. Law enforcement notification will occur when warranted.
11. Possessing, consuming, selling, distributing or exchanging alcoholic or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic marijuana, or cannabinoids, including but not limited to, items labeled as incense, bath salts, herbal mixtures, or potpourri; cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any substances commonly referred to as "designer drugs". Law enforcement will be notified. Possessing, selling, distributing, exchanging any instrument for the use of drugs, controlled substance such as rolling papers, pipes, syringes, clips or other paraphernalia. Law enforcement will be notified.
12. Inappropriately using, sharing, or selling prescription and over-the-counter drugs. Law enforcement will be notified.
13. Gambling.
14. Extortion.
15. Indecent Exposure, that is, exposure to the sight of private parts of the body in a lewd or indecent manner.
16. Initiating or engaging in a report warning of fire, intentionally pulling a fire alarm, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
17. Fighting, threatening, intimidating or endangering others.
18. Forgery.

F. Engage in misconduct while on a school bus or out in the community.

It is crucial for students to behave appropriately while riding on school buses or out in the community to ensure the safety and that of others and to avoid distractions of the driver and those that are in charge of supervision. Students are required to conduct themselves in a manner that is consistent with expected classroom behavior. Any negative behavior will not be tolerated as outlined in the individual's districts Code of Conduct.

DISCIPLINARY PENALTIES AND PROCEDURES

Discipline is often most effective when it deals directly with the problem at the time and place that it occurs, and in a way the students view as fair and impartial. Stanley G. Falk School personnel who interact with students are expected to use disciplinary action only when appropriate and to place emphasis on the student's ability to grow in self-regulation. Any imposed discipline will be firm, fair, and consistent so as to be the most effective on encouraging growth and change as well as for the protection of others. In determining necessary disciplinary actions, the following will be considered in determining the appropriate consequences:

1. The student's age
2. The nature of the offense and the circumstances surrounding the offense
3. The student's prior disciplinary record
4. The effectiveness of all forms of discipline
5. Information from teachers, therapists, and parents when appropriate
6. Other extenuating circumstances

As a general rule, discipline will be progressive, unless it poses a serious threat or endangerment. This often means a student's first violation will merit a lighter penalty than subsequent violations. However, any level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

Responses to acts of harassment, bullying and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct at whom it was directed.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education.

REPORTING VIOLATIONS

- A. Procedures to Inform Law Enforcement Officials of a Crime and Filing Criminal/Juvenile Delinquency Complaints

In the case of a violation of this section or any other provision of the Code of Conduct which Constitutes a crime, the Principal has established the following procedures to report such an Incident to the appropriate law enforcement agency and to follow through with filing a Criminal/juvenile delinquency complaint:

1. All individuals are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, social worker, the building principal or his/her designee.
2. Any individual observing a person possessing, discussing the possession of or using a weapon, alcohol or an illegal substance on school property, a school bus or at a school function shall report this information immediately.
3. The principal, assistant principal or his/her designee will gather the necessary information to determine whether they believe a crime has been committed.
4. Any weapons, alcohol or illegal substances shall be confiscated.
5. If it has been determined that a crime has been committed, the appropriate law enforcement agency will be contacted immediately, followed by notification to the parent/guardian of the student(s) involved.
6. The building principal, assistant principal or his/her designee must notify the appropriate local law enforcement agency of any code violation that constitutes a crime or substantially affects the order or security of the school as soon as practical, but no later than the close of business of the day the principal, assistant principal or his/her designee learns of the violation. The notification must identify the students and explain the conduct that violated the Code of Conduct and constituted a crime.
7. If in consultation with the local law enforcement agency, the school is deemed the appropriate entity to file complaint against the code violator, the appropriate school official will be expected to file the complaint. The victim of the crime will then be supported through the process of filing a complaint.
8. All Stanley G. Falk School staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. Stanley G. Falk School staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction.

PENALTIES

Students who are found to have violated the Stanley G. Falk School Code of Conduct may be subject any combination of the following penalties. Penalties are imposed consistent with the student's right to due process.

The following is a list of penalties that can be used in addressing a violation of the school's code of conduct. Students who violate the code of conduct may be subject to one or a combination of the following penalties:

- Verbal Warning
- Written Warning
- Special Treatment Team Meeting
- Suspension of School Privileges
- Restitution for Property Damages
- Suspension from Transportation
- In-School Suspension
- Out of School Suspension

PROCEDURES

In all cases when there is a violation of the Code of Conduct, regardless of the penalty imposed, the Stanley G. Falk School personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have the opportunity to present their version of the facts to the Stanley G. Falk School personnel imposing the disciplinary penalty.

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

1. Suspension from transportation

If a student does not conduct him/herself properly on a bus, the bus driver is expected to follow the student's districts policy and procedures for dealing with bus behavior. Students who become a serious disciplinary problem may have their riding privileges suspended by the district. In such cases, the student's parent will become responsible for transportation to and from school. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

2. In School Suspension

The Stanley G. Falk School recognizes that the school must balance the needs of the students to attend school and the need for order in the classroom to establish an environment conducive to learning. The Principal and Assistant Principal reserve the right place students

who would otherwise be suspended from school as the result of the Code of Conduct violation in "in-school suspension." The in-school suspension staff person will be supervised by a certified teacher. A student subject 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 Stanley G. Falk School administration imposing the in-school suspension to discuss the conduct and the decision for suspension.

3. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self and/or others. The Stanley G. Falk School retains its authority to suspend students and the primary responsibility for suspension lies with the Principal and Assistant Principal. Any staff member may recommend that a student be suspended. All staff members must immediately report a violent student to the principal for a violation of the Code of Conduct. All recommendations will then warrant fact gathering for the relevant matter.

4. Short-term (5 days or less) suspension from school

When the principal or assistant principal proposes to suspend a student charged with misconduct of five days or less pursuant to Education Law 3214, principal or assistant principal must immediately notify the student orally. If the student denies misconduct, principal or assistant principal must provide an explanation of the basis for the proposed suspension. The principal, assistant principal or designee must also notify the student's parents in writing that the student is being 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) for the purpose of contacting parents.

The notice shall provide a description of the charges against the student and the incident for which the suspension is proposed and shall inform the parents of the right to request and informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. The notice for suspension will also include the Procedural Safeguards document, as well as the availability of alternative instruction. At the conference, the parents shall be permitted to ask questions of the complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall 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 possible.

5. Long-term (5 days or more) suspensions from school

When the principal or assistant principal determines that a suspension for more 5 days or more is warranted, the home school district will be notified, the student and the student's parents will be notified of their right to a fair hearing. The notice for suspension will also include the Procedural Safeguards document, as well as the availability of alternative instruction. Once the 5-day suspension has been determined a hearing will be hosted by the home school district. The student will then have the opportunity and right to question witnesses against him or her and the right to present witnesses and other evidence on his/her behalf.

MINIMUM PERIODS OF SUSPENSION

1. Students who bring weapons to school:

In accordance with the Gun-Free Schools Law, a student that is in possession of a firearm is subject to a minimum of a 1-year suspension. Police involvement will be included as well as parent notification.

2. Students who commit violent acts:

Any student who is found to have committed a violent act, shall be subject to suspension up to five school days based on investigation of the incident and severity of the act. This includes a student that:

- a. Commits an act of violence upon a school employee, or attempts to do so.
- b. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- c. Possesses, while on school property or at a school function, a weapon.
- d. Displays, while on school property or at a school function, what appears to be a weapon.

- e. Threatens, while on school property or at a school function, to use a weapon.
 - f. Knowingly and intentionally damages or destroys the personal property of any student, school employee or any person lawfully on school property or at a school function.
 - g. Knowingly and intentionally damages or destroys school property.
3. Students who are repeatedly and substantially disruptive of the educational process or who repeatedly substantially interfere with the teacher's authority over the classroom:

An investigation and gathering of facts will take place regarding the specific incidents and suspension will be determined on a case-by-case basis. Suspensions can be up to five days in length based on the severity of the incident.

REFERRALS

1. PINS Petitions

The Stanley G. Falk School may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a) Being habitually truant and not attending school as required by educational law.
- b) Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of school.

2. Alternative Instruction

When a student of any age is removed from class or suspended from school the Stanley G. Falk School will work collaboratively with the student's home district to provide instruction for the student as required under educational law.

SEARCHES

To ensure the safety of all students and staff, all Stanley G. Falk students will be searched before entering the school. Stanley G. Falk School students, as well as any bags, will be searched using a detection wand. Students will also be asked to turn out any pockets to ensure any unwanted items are not entering the school. All bags, electronic devices, cell phones and any other contraband will be collected and locked up during the regular school day and returned, except

for contraband, when the student is dismissed for the day. If a student refuses to cooperate with a search or turn over an electronic device or cell phone they will not be permitted to enter the Falk School. A parent or guardian will be contacted to pick up the student and the student will be marked with an unexcused absence for the day.