

STUDENT HANDBOOK 2016-2017

Wellsville Elementary School

50-98 School Street

Wellsville, NY 14895

www.wellsville.wnyric.org

Principal - Dean Giopulos
Assistant Principal – Karen Cunico
Secretary – Bobbisue Louvros
Attendance Officer – Kristen Crawford

Office Phone: 585-596-2122
Attendance: 585-596-2105
Nurse (PreK-2): 585-596-2107
Nurse (3-5): 585-596-2117
Cafeteria Manager: 585-596-2111
Elementary Fax: 596-2120
Special Services Department: 585-596-2185
Bus Garage: 585-593-5450

Wellsville Central School's Mission Statement

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

This handbook belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

GRADE _____ TEACHER _____

General Information

Welcome to the Wellsville Elementary School. This handbook is not only a source of information for you and your child, but also a tool for your child to plan his/her day at school. It includes important information about various school policies and procedures, as well as general information, which may be of interest to you.

The Wellsville Elementary School is organized to provide a safe secure environment for your child where s/he can explore and grow. If you have any questions about the programs and/or organizations of the school, please call. We encourage you to visit and become a part of the school community.

Acceptable Use Policy located on page 19

Parent Involvement

The Wellsville Elementary School encourages parents to become involved in their child's education and life at school.

Parent Teacher Association (PTA)

The PTA meets monthly to plan and initiate many opportunities for the children in the school. Large projects include activities such as school pictures, The Scholastic Book Fairs and Chicken BBQ. They are always available to assist in major school activities such as the Author Visit Ice Cream Social, Kindergarten registration and Teacher Appreciation Week. In addition they host many fund raisers to support school wide initiatives. Meeting are usually held in the elementary library at 6pm on the 4th Tuesday.

Arrival, Dismissal & Tardiness

School begins each day at 9 a.m. and ends at 3:15. For safety reasons, students are dismissed at 3:10 as bus numbers are announced. The students are expected to exit through the main entrance and walk in an orderly fashion directly to their bus. All walkers are excused at 3:08.

Students are expected to attend school except in cases of emergency, illness, or school-approved absences. If your child is late or absent, please follow this procedure.

1. When students are absent from school, it is our procedure to call home on a daily basis to ensure the safety and welfare of all students. If you know your child is going to be absent, please call 596-2105. Secretaries are available to take your call beginning at 8 a.m.
2. Anytime a student is tardy or absent, a written excuse is required when returning to school. Please send this excuse in with your child the **first** day back.
3. A doctor's statement will be required for an extended illness of five days or more.
4. If your child cannot go out for recess, he/she must bring a signed note from the doctor stating the reason for being excused. Frequent or extended absences from recess or P.E. will require a doctor's statement.

5. When a student is absent from school, he/she is expected to make up the work that was missed.
6. If a student arrives at school after 9:10 a.m. he/she is considered tardy. When that happens the student is to report to the Attendance Office for a late pass. Please remember, a written excuse needs to accompany your child if he/she is late for school.
7. If a student is excused from school during the school day a written excuse needs to be sent with the student when he/she comes to school. The excuse is then brought to the attendance office and his/her absence is recorded on the attendance bulletin. At the time the student is to be picked up, he/she will be met in the Attendance Office. Parents **are not** to go directly to the classroom to pick up a child or meet them outside of the school building.
8. For the safety and welfare of all students, **strict adherence** to this procedure will be followed.
9. An excused or legal absence is one in which a student is absent with the parent's permission and knowledge for the following types of reasons: illness, school activities, court appearance, funeral and family emergency. An illegal absence is considered when a student is truant, on vacation, or kept home to care for a sibling. Please note: **any time a student's normal schedule changes; we must be notified in writing of that change.**

* For attendance policy please see excerpt starting on page 7.

Student Checkout/Excused Procedure

There are occasions when parents pick their child(ren) up at the end of the school day. If you need to do this, please use the following procedure:

1. Sign in at the attendance office and get a pass.
2. At 3:05 parents may proceed to classroom, show the pass to classroom teacher and take child.
3. Exit building using one of the designated doorways. Give pass to staff member at doorway.

Registering New Students

When new students enter Wellsville Elementary School, the **Screening Profile for New Entrants** will be followed to ensure an easy transition into our school. This procedure is started when the parent/guardian completes the registration form that is obtained and returned in the District Office. A meeting is then held with the principal or his/her designee. The next step is for the Counselor or his/her designee to give the student and parent/guardian a tour of the building. At that time, the student's teacher and classmates will be introduced and preparations made for the student to start school on the following day. For your child to enter school, an original **birth certificate** with parent's names, proof of residency and **proof of immunization** is required and must be presented when your child is registered. Children entering from out of state are allowed to register, but proof of immunization and a birth certificate must be presented within thirty (30) days. Improperly immunized children will not be allowed to remain in school.

Health Information

New York State Immunization Requirements Please see page 17&18

Medication in School

New York State Education Department regulations for all medication are as follows:

1. Medication must be delivered to the Health Office by a parent.
2. Written instruction from a physician must accompany the medication.
3. Written permission from the parent must accompany the medication.
4. Medication must be in the original container with student's name and instructions on the label.

Students are NOT allowed to carry any medication in school, including cough drops or throat lozenges without a doctor's order, parent consent, and medication delivered to the nurse. Parents are responsible for picking up medication the last day of school.

Should there be an emergency involving an accident and we cannot reach you, the child will be taken to the Jones Memorial Hospital Emergency Room and the doctor on call will administer emergency treatment. **Please remember to notify the school of any change of address or telephone.** It is imperative that our records are kept up-to-date. This can only happen if we are kept updated on these changes.

Please notify the Health/Main Office of any changes in your home, business or emergency phone numbers. This is a must, **especially in case of an emergency.**

Guidelines for Keeping your Child Home

1. If your child has a temperature above 100.0 they should stay home until they have a normal temperature (about 98.6) for 24 hours without the use of a fever reducing medication.
2. If your child has and unexplained skin rash, they should stay home until a doctor verifies it is not contagious.
3. If you suspect that your child has pink eye or any redness in the "whites" of the eyes.
4. Vomiting: Please keep your child home for at least 24 hours after vomiting stops.
5. Diarrhea: Please keep your child home for at least 24 hours after last diarrhea stool.
6. Constant aggravating cough/ constant nose blowing/ constant nasal drainage. Please keep your child home.
7. If your child is frequently scratching their head please contact the school nurse so your child's head can be checked for lice. Remember lice can't jump or fly. If your child has lice please keep them home and treat them immediately. If your child comes home and says they had their head checked please don't be alarmed we do check for lice periodically.
8. If you have any questions please feel free to call your child's nurse.
Nurse Rose Mary 596-2107 (PreK-2nd & Boces)
Nurse Rebecca 596-2117(3rd-5th)

It's also very helpful to send in an extra set of clothes for your child just in case. Please send these in a bag labeled with your child's name.



School Visitation

In order to provide a safe environment for all students and staff at Wellsville Elementary School, we ask cooperation from everyone on the following procedures during the hours of 8:20 a.m. and 3:30 p.m.

1. All visitors and volunteers are to report to the Main Office and sign in. At that time, a pass will be given for the duration of the visit. Before leaving, the visitor/volunteer is to return to the Main Office and please sign out.
2. We encourage parents to come to school and eat lunch with their children. When doing this, please stop at the Main Office and get a pass. Please sign out at the Main Office upon your departure. **It is very helpful, whenever possible, to notify the classroom teacher of your plan to eat lunch in the school.** This way, a lunch can be ordered for you ahead of time.

Parking

Throughout the campus, "No Parking" signs are posted that restrict parking in certain areas during school hours. If a vehicle is parked in a restricted area, a complaint will be lodged with the Police Department and a parking ticket will be issued.

The parking lot and driveway in front of the school are OFF LIMITS to all vehicles except buses during the following hours: 8:45-9:15 a.m. and 3:00-3:30 p.m. When buses are lined-up during these times, vehicles cannot enter or exit the parking lot until the buses are gone. Failure to comply with this request could result in a fine of \$355.00 - \$555.00 for passing a stopped school bus. The posted speed limit during school hours is 5 MPH, and is strictly enforced

Bicycles/ Scooters

Students may ride bicycles/scooters to school. However, the school will not accept responsibility for the safety of either. Locks are recommended. Upon arrival students should dismount their bikes/scooters and walk them to the bike rack at the East end of the building by the playground. Bicycles/scooters are to remain there for the duration of the day. As per NYS law all children under the age of 13 must wear a bike helmet. Under no circumstances are **skateboards and motorized bikes** allowed on school property. This rule will be strictly enforced and if not adhered to, skateboards and motorized bikes will be turned over to the police department.

Emergency Drills

The safety of your child is our greatest concern. Because of that, the school conducts regular drills to teach students how to respond calmly in the event of an emergency. During the year your child will participate in 12 Fire Drills, 1 Take Cover Drill, 1 Sheltering Drill and 4 Bus Drills. When these take place in school, please review with your child what he/she learned and what needs to be done so your child will be safe.

Emergency Closing Information

All school closings and delayed opening information will be broadcast over local radio stations, WLSV, WJQZ, WPIG, WZKZ, and WKPQ, also, check channels 2, 4 & 7 on your T.V. When roads are potentially hazardous due to inclement weather, the Wellsville Central School District will either close or operate on a delayed schedule.

Lunch periods will be held in all buildings during a delay day. High School students attending BOCES will leave immediately at 8:45 a.m. Students scheduled to attend Special Education classes in any building in Wellsville will be contacted to set up a drop-off time.



Lost and Found

Clothing and personal belongings that are brought to school should be labeled with the child's name. Found articles are turned in to the school's **Lost and Found Box** in the Nurse's Office. Unlabeled or unclaimed property is turned over to one of the needy organizations at the end of the school year.

Academic Information

Reporting Pupil Progress

In an effort to keep parents informed about student progress, the following measures are used:

1. A report card is issued every ten weeks. At the end of the first ten weeks (usually the third week in November), and at the end of the third marking period (usually the third week in April), parent conferences are held.
2. Intermittent notes, phone calls, conferences, and weekly reports are also used to report progress.
3. On different occasions, home visits may be set up to address progress and needs of individual students.
4. New York State Performance tests in English Language Arts and Mathematics are administered at grades 3, 4 and 5. All fourth grade students also take the Science Assessment. All fifth grade students take the NYS Social Studies assessment. Individual results are reported to parents. Group results are provided annually to the Board of Education and School Community.

Special Area Classes

Art

All students in grades K through five participate in regularly scheduled art classes. Within these classes, students learn how art can be an integral part of life and how it has been a critical means of expression since prehistoric days. Even though the art room has a supply of protective art shirts, it is recommended that students not wear their best clothing on art days.



Music

All students in grades K through 5 have music classes once in a six-day schedule. During this time, students are exposed to music elements that will provide the beginning elements of music appreciation. Students in kindergarten receive two periods of music in the six-day schedule. In these classes, emphasis is placed on music appreciation, and music movement.

Besides regular music classes, students in grades four and five have the opportunity to participate in band, orchestra and choir. All students are encouraged to participate in these organizations.



Library Media Center

Our school library media center is a source of pride and is a vital part of our instructional program. Through regularly scheduled class time and open library time, students are encouraged to explore the many books, research materials, audio-visual materials, and computers/software that our library media center contains.

In order to maintain an adequate collection, pupils, teachers, and parents must cooperate to see that materials are returned in good condition. If materials are not returned, a charge equal to the current replacement price is assessed.



Physical Education/ Adaptive Physical Education

Elementary students have physical education class 3 times in a six-day schedule. Each child in grades K-3 should be prepared by wearing sneakers and comfortable clothing (pants, shorts) that would be appropriate for physical activity. Students in grades 4 & 5 will need sneakers, as well as a change of clothes. They will be assigned a basket in the locker room in which to store these items. It is your option to purchase a combination lock (no key locks) for this basket to ensure the safety of your child's belongings. Grade two through five classes will also participate in a swimming unit. They will be required to have a swimsuit and towel in physical education for this unit.

If a child must miss more than 1 Physical Education class consecutively a doctor's excuse is required.



ADDITIONAL PROGRAMS

Counseling Services

Counseling is designed to help all children as they grow and develop. All students, teachers, and parents have access to counseling services at school. Parents may call the counselor to schedule an appointment. Sessions focus on normal developmental concerns of children in elementary school. The following are frequent concerns: forming and maintaining friendships, school work habits, family concerns, getting along with brothers and sisters, and improving behavior at school and home.

In addition to private sessions with children, parents, and teachers the counselor conducts groups for children, which focus on a particular concern.

The counselor may also conduct classroom guidance for children. Topics may include social skills, bullying, friendship making skills and feelings. Classrooms may also receive character education lessons.

Academic Intervention Services

Academic Intervention Services are available to children throughout the elementary school as follows:

- *English Language Arts (including reading and writing)
- *Mathematics

A plan for academic intervention services that includes criteria for admission and discontinuation of these services for any child can be obtained at the elementary school office.

Classroom Information

Telephone

Every teacher has a telephone in his/her classroom. Telephones are for school use only. If you need to call your child's teacher, please call 596-2122 to access the automated system. In the event of an emergency call one of the school secretaries at extension 2105 or 2104 and they will connect you with your child's teacher.

Newsletters

Most teachers send home newsletters on a regular basis. Information regarding school activities, rules, field trips, special events, etc. are contained in these articles. If there are special announcements for the entire Elementary School, a note will be sent from the Principal's Office.

Homework Procedure

The educational philosophy of the Wellsville Central Schools states, "...the first obligation is to teach the fundamentals of reading, writing, speaking, and mathematics and their application in all subject areas." These fundamentals often need to be reinforced with additional practice, which students will complete outside the classroom. Homework, the extension of class work, may be expected when it relates directly to the mastery of the subject. Homework is a vital part of the learning process. Students must assume responsibility for their class work. Each teacher will explain his/her individual homework policy at Meet Your Teacher Night. To help students be successful with homework, parents can enhance a learning environment in the home by:

- showing a positive attitude toward education
- taking an interest in your child's school/homework
- establishing good study habits
- providing a physical environment that enhances good work habits

Textbooks

Textbooks are furnished free of charge to all students. If textbooks are lost or damaged beyond reasonable use, parents/guardians will be charged the full replacement price. Please encourage your child to accept responsibility for his/her books and treat them with the utmost care.

Field Trips

When a field trip is taken, your child will bring home a permission form giving you pertinent information about the scheduled trip. This form must be signed and returned to the teacher before your child will be allowed to go on the trip. Please understand, field trips are part of the curriculum and are an important part of the learning process.

WELLSVILLE CENTRAL SCHOOL COMPREHENSIVE STUDENT ATTENDANCE POLICY

The following are highlights of the District's Attendance Policy. If you would like a copy of the complete policy, please call 596-2105.

Section 3- DETERMINATION OF EXCUSED AND UNEXCUSED ABSENCES, TARDINESS AND EARLY DEPARTURES

Based upon our district's education and community needs, values and priorities, the school district has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness and medical appointments, death in the family, impassable roads as determined by the Transportation Superintendent, religious observance, quarantine, required court appearances/appointments, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, family emergency, school function, road test, or other such reasons as may be approved by the Board of Education.
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories.
- c) The building principal is responsible to make decisions on each of the reasons listed above when in question.
- d) A committee made up of a principal, a faculty member and a parent will meet as needed to identify new categories of excused absences.
- e) A student is considered in attendance if he/she is present in the class for 50% of the time scheduled. (middle school/high school only)

Section 4- STUDENT ATTENDANCE RECORDKEEPING/DATA COLLECTION

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- a) For students in non-departmentalized kindergarten through grade five (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period.
- b) For students in grade six through twelve or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each

period of scheduled instruction. Attendance shall be taken in accordance with paragraph "a" above.

- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

Section 6. NOTICE OF STUDENTS WHO ARE ABSENT, TARDY OR DEPART EARLY:

A designated staff member shall notify by best means possible the parent/person in parental relation to a student who is absent, tardy, or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's building level intervention procedures and if appropriate, the relationship between student attendance and course credit.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and the appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Section 8. DISCIPLINARY CONSEQUENCES/INTERVENTION STRATEGIES

Disciplinary Consequences: Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic activities. Parents/persons in parental relation will be notified by designated district personnel at periodic intervals regarding their child's attendance, tardiness or early departures and the importance of class attendance and appropriated interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Wellsville Elementary School Code of Conduct

Part I: Essential Partners

A. Parents:

All parents are expected to:

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

B. Teachers:

All district teachers are expected to:

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

C. Counselors and Psychologists:

All district Counselors are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor/and psychologist conferences and parent/teacher/student/ counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans as appropriate to building.
4. Provide information to assist students with career planning or define individual areas of interest.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Assess instructional and/or behavioral difficulties and recommend appropriate interventions.
7. Communicate regularly with students, parents, teachers, and other members of the school community concerning growth and achievement.

D. Principal/Assistant Principal:

All district Principals are expected to:

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

E. Superintendent:

The superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. Support Staff:

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

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

G. Board of Education:

The Board of Education is expected to:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a clearly defined code of conduct.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

Part II: Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming and appearance shall be safe, appropriate and not disrupt or interfere with the educational process.

1. Extremely brief garments such as tube tops, net tops, halter tops, and short shorts, plunging necklines (front and/or back) and see through garments are not appropriate. Clothing should not be too tight. Make up is not an acceptable part of student dress in the elementary school.
2. Underwear must be completely covered with outer clothing.
3. Footwear is required at all times and should be appropriate for activities for that day. Footwear that is a safety hazard will not be allowed.
4. The wearing of hats and kerchiefs in the building is prohibited except for medical or religious purposes or to celebrate special events sanctioned by school personnel.
5. Items that are vulgar, obscene, and libelous or denigrating to others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability are prohibited.

6. Items that promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities are prohibited.

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

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

Part III: Student Conduct

Part III: Student Conduct

All students are expected to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct.

Engage in Conduct that is Disorderly

Examples of disorderly conduct include, but are not limited to:

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

Engage in Conduct that is Insubordinate / Disruptive

Examples of insubordinate conduct include, but are not limited to:

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

Engage in Conduct that is Violent

Examples of violent conduct include, but are not limited to:

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

Engage in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others

Examples of such conduct include, but are not limited to:

Lying, deceiving or giving false information to school personnel.

1. Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
2. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
3. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
4. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital

- or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
5. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
 6. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
 7. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
 8. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
 9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
 10. Selling, using, possessing or distributing obscene material.
 11. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
 12. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
 13. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
 14. Gambling and gaming.
 15. Inappropriate touching and/or indecent exposure.
 16. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
 17. Violating gender privacy when using school restroom facilities.

Engage in Any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:

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

Engage in Misconduct While on a School Bus

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

Electronic Device / Cell Phone Policy

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during the school day, except as expressly permitted in connection with authorized use in classrooms. They are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. In addition, use of such devices, without permission from school staff, will result in a warning, and confiscation of the device, for the first offense. Subsequent reports will require a parent/guardian to retrieve the device from the principal's office. Unauthorized use of such devices disrupts the instructional program, and distracts from the learning environment. The school will not be responsible for any lost or stolen Electronic Devices.

Part IV: Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, counselor, the building principal or any other appropriate school personnel.

All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff that 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, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved. The appropriate disciplinary sanction, if warranted, may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

Part V: Disciplinary Procedures and Referrals

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistently with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for a behavior related to his/her disability.

Consequences

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

- ❑ Verbal warning (any member of the district staff)
- ❑ Verbal/written notification to parent (bus driver, hall and lunch monitors, coaches, counselors, teachers, assistant principal, principal, superintendent)
- ❑ Time Out
- ❑ Lunch detention
- ❑ Scheduling of conferences with the parent/guardian, student and needed personnel
- ❑ Suspension from transportation (assistant principal, principal, superintendent)
- ❑ Scheduling of conferences with the parent/guardian, student and needed personnel
- ❑ Restitution or community service
- ❑ In-school suspension (principal, superintendent)
- ❑ Short term removal from the classroom by the teacher
- ❑ Short term removal from school (five days or less) - principal, superintendent, Board of Education
- ❑ Long-term suspension from school (five days or more) (principal, superintendent, Board of Education)

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

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the severity of the infraction. In all cases, regardless of the penalty, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the surrounding facts. All students will have an opportunity to present their version of the facts to the school personnel in connection with the imposition of the penalty.

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

- ❑ Suspension from transportation: If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the students education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and penalty involved.
- ❑ In-school suspension: The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals 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 in-school suspension teacher will be a certified teacher. 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 building principal or the principal's designee to discuss the conduct and penalty involved.

Procedure for Removal from the Classroom

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student the opportunity to regain his or her composure and self-control in an alternative setting. Time-honored classroom management techniques such as these do not constitute disciplinary removal:

1. Short-term "time out" in an elementary 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
4. Sending a student to a guidance counselor or other district staff member for assistance

When a child needs to be removed from the classroom for longer than one forty- minute period, it will be after the teacher has exhausted the practices listed above, provided the child with a verbal warning and given the child an opportunity to comply.

If the student chooses to continue to be a disruption the child will be removed from the classroom and the following procedure will be initiated:

The principal and or his/her designee will be notified.

The parent will be notified within 24 hours and an informal meeting will be established to take place within 48 hours with the parent/guardian, child, teacher and building administrator.

The teacher will meet with the administrator to review the situation by the end of the school day in which the disciplinary referral occurred. The teacher will provide written documentation to the administrator detailing the situation.

If the student denies the charges at the informal meeting the principal or his/her 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 principal or his/her designee may overturn the removal of the student from class if the principal finds:

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

Character Education

The Wellsville Elementary School will embrace conflict resolution as a structure for teaching the children problem solving, responsible behavior and decision-making skills. We intend to engage all stakeholders in the elementary school community in a process that will ultimately lead to a community of learners who share similar behaviors and beliefs when:

✚ Establishing rules

✚ Talking with children and peers

✚ Defining and modeling the following essential character traits:

- ◆ Responsibility
- ◆ Respect
- ◆ Citizenship
- ◆ Tolerance
- ◆ Caring
- ◆ Trustworthiness
- ◆ Honesty
- ◆ Fairness/equity

2016-17 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). For grades Pre-k through 8, intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. (Exception: intervals between doses of polio vaccine need to be reviewed only for grades prekindergarten, kindergarten, 1, 2, 6, 7 and 8.) Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. Intervals between doses of vaccine DO NOT need to be reviewed for grades 9 through 12. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

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

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

1. Demonstrated serologic evidence of measles, mumps, rubella, hepatitis B, varicella or polio (for all three serotypes) antibodies is acceptable proof of immunity to these diseases. Diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella.
2. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a 5-dose series of DTaP vaccine at ages 2 months, 4 months, 6 months and at 15 through 18 months and at 4 years of age or older. The fourth dose may be received as early as age 12 months, provided at least 6 months have elapsed since the third dose. However, the fourth dose of DTaP need not be repeated if it was administered at least 4 months after the third dose of DTaP. The final dose in the series must be received on or after the fourth birthday.
 - b. If the fourth dose of DTaP was administered at age 4 years or older, the fifth (booster) dose of DTaP vaccine is not required.
 - c. For children born before 1/1/2005, only immunity to diphtheria is required and doses of DT and Td can meet this requirement.
 - d. Children ages 7 through 10 years who are not fully immunized with the childhood DTaP vaccine series should receive Tdap vaccine as the first dose in the catch-up series; if additional doses are needed, use Td vaccine. A Tdap vaccine (or incorrectly administered DTaP vaccine) received at 7 years or age or older will meet the 6th grade Tdap requirement.
 - e. For children 7 years of age or older who received the first dose on or after their first birthday, the immunization requirement is 3 doses. If the first dose was received before their first birthday, then 4 doses are required.
3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) vaccine. (Minimum age: 7 years)
 - a. Students 11 years of age or older entering grades 6 through 12 are required to have one dose of Tdap. A dose received at 7 years of age or older will meet this requirement.
 - b. Students who are 10 years old in grade 6 and who have not yet received a Tdap vaccine are in compliance until they turn 11 years of age.
4. Poliovirus vaccine (IPV/OPV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a series of IPV at ages 2 months, 4 months and at 6 through 18 months, and 4 years of age or older. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. For students who received their fourth dose before age 4 and prior to August 7, 2010, 4 doses separated by at least 4 weeks is sufficient.
 - c. If the third dose of polio vaccine was received at age 4 years or older and at least 6 months after the previous dose, the fourth dose of polio vaccine is not required.
5. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months)
 - a. The first dose of MMR vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. Students in grades kindergarten through 12 must have received 2 doses of measles-containing vaccine, 2 doses of mumps-containing vaccine and at least 1 dose of rubella-containing vaccine.
 - c. One dose of MMR is required for prekindergarten.
6. Hepatitis B vaccine
 - a. Dose 1 may be given at birth or anytime thereafter. Dose 2 must be given at least 4 weeks (28 days) after dose 1. Dose 3 must be at least 8 weeks after dose 2 AND at least 16 weeks after dose 1 AND no earlier than 24 weeks of age.
 - b. Two doses of adult hepatitis B vaccine (Recombivax) received at least 4 months apart at age 11 through 15 years will meet the requirement.
7. Varicella (chickenpox) vaccine. (Minimum age: 12 months)
 - a. The first dose of varicella vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. For children aged less than 13 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons aged 13 years and older, the minimum interval between doses is 4 weeks.
8. Meningococcal conjugate vaccine (MenACWY). (Minimum age: 6 weeks)
 - a. One dose of meningococcal conjugate vaccine (Menactra or Menevo) is required for students entering grade 7.
 - b. For students in grade 12, if the first dose of meningococcal conjugate vaccine was received at age 16 years or older, the second (booster) dose is not required.
9. Haemophilus influenzae type b (Hib) conjugate vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive Hib vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months of age.
 - b. If 2 doses of vaccine were received before 12 months of age, only 3 doses are required with dose 3 at 12 through 15 months of age and at least 8 weeks after dose 2.
 - c. If dose 1 was received at ages 12 through 14 months of age, only 2 doses are required with dose 2 at least 8 weeks after dose 1.
 - d. If dose 1 was received at 15 months of age or older, only 1 dose is required.
 - e. Hib vaccine is not required for children 5 years of age or older.
10. Pneumococcal conjugate vaccine (PCV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive PCV vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months of age.
 - b. Unvaccinated children 7 through 11 months of age are required to receive 2 doses, at least 4 weeks apart, followed by a third dose at age 12 through 15 months.
 - c. Unvaccinated children 12 through 23 months of age are required to receive 2 doses of vaccine at least 8 weeks apart.
 - d. If one dose of vaccine was received at 24 months of age or older, no further doses are required.
 - e. For further information, refer to the PCV chart available in the School Survey Instruction Booklet at: www.health.ny.gov/prevention/immunization/schools

For further information contact:

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

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

New York State Department of Health/Bureau of Immunization
health.ny.gov/immunization

Acceptable Use Policy

Wellsville Central Schools

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

Hardware

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

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

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

In classroom computers – Each student will have access to in classroom computers, per teacher request.

Filtered internet and network access

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

Office 365 Email

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

Office 365 ProPlus – Student Advantage Account

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

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

Office ProPlus includes:

- Office 365 ProPlus for PC (Office 2013 base applications)
- Office 365 ProPlus for Mac (Office 2011 for Mac base applications)
- Office for iPad

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

Apple iTunes Account

Directly tied to School owned iPads

iTunes accounts are directly tied to school owned iPads and allow the following:

- Automated installation of free apps using district monitored mobile-device-manager
- Automated installation of purchased apps using district monitored mobile-device-manager
- Cloud storage and backup of tablet

Students under the age of 13 do not have direct access to their school assigned iTunes account.

YouTube.com

Starting in the 2015-2016 school year YouTube will be available to students. Digital resources like YouTube provide our teachers and students a valuable academic video library. Wellsville CSD will implement every measure available to provide safe access to this powerful learning resource.

Learning Management System

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

Library based eBooks

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

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

What is Possible?

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. The purpose of filtered Internet access, while at school and at home via school owned devices, is to use the Internet resources for constructive educational goals. There is not "a filter system" capable

of blocking 100% of education inappropriate information on the Internet. Students may find ways to access these materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. To reinforce this policy and to extend the partnership of school-to-home, parents and guardians of minors are encouraged to set and convey the standards that their children should follow when using technology at home and at school.

What is Expected?

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

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

What are the Rules?

Privacy

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

Storage capacity

Users are expected to delete unwanted material to free-up storage space.

Illegal copying

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

Inappropriate materials and language

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

Inappropriate internet activity

Daily and weekly reports are run to monitor internet searches and visited content. If a student is found to have been purposely searching or viewing education inappropriate materials, disciplinary actions will be taken. A copy of the report will also be sent home to parents/guardians.

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

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

Policy References: Policy #8271: Internet Safety/Internet Content Filtering

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