



This is the door  
that opens many others

“Randolph Academy supports, empowers, and educates students to live safely, behave responsibly, treat all persons with respect, advance toward their goals, and succeed in the classroom.”

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Dear Faculty and Staff,

We are excited to have you as part of our Randolph Academy Union Free District team. Please accept this Staff Handbook as a reference during your employment. As with all organizations, policies and procedures provide a foundation for how a program will operate in an orderly and efficient manner. Please consider this a quick guide to Randolph Academy's foundations.

A 2009 article published by the New York School Boards Association began by stating, "Everyone who works in a special act school district has a favorite success story." It went on to explain that these schools, "prevent a lot of kids from ending up in jail, or worse... We are the last stop, a haven for kids that larger school districts do not have the resources or expertise to deal with." I sincerely hope that you find your favorite success story and join our mission by ensuring that we continue to be a place *Where Promise Grows*.

Please know that I am here to ensure that you are supported in our mission, which is listed on the cover at the bottom. If you have any questions or concerns, please reach out to me or any members of our Administrative Team.

Welcome Aboard!



Danielle J. Cook  
Superintendent

## Board of Education

Mary Myers, *President*

Dr. Robert Olczak, *Vice President*

## Members

Lea Anne Cali

Susan Locke-  
Scott

Leslie Shellenbarger

Dr. Robert Olczak

Danielle O'Connor

*Board meeting dates & times can be found at:*

*<https://go.boarddocs.com/ny/raufsd/Board.nsf/Public>*

## Administration & District Officials

Danielle Cook, *Superintendent*

Stephen Sayoc, *Randolph Campus Principal*

Laura Osinski, *Hamburg Campus Principal*

Theresa Gray, *Director of Curriculum*

Kristin Garaas-Johnson, *Special Education*

Regina Sheldon, *District Treasurer*

Tina Rogers, *District Clerk*



*Randolph Campus*



*Hamburg Campus*

## School Calendar

A copy of the school calendar is available in the main office. You can also access a downloadable version of it at <https://randolphacademy.org> under the About Us >> District Info tab.

## Normative Culture Program

### Program Description / Terminology

Our Normative Culture Program helps students learn behavior that is essential to success in any setting. It is a peer-driven program focused on behavioral norms rather than rules. Students are held to five norms:

*These norms are:*

1. Safety
2. Respect
3. Responsibility
4. Goal Directed
5. The Classroom is Sacred

Students are given frequent force field ratings as feedback regarding how their behavior upholds the norms. Force field ratings are expressed on trackers as follows:

- Positive: upholding the norms & helping others
- Expected: upholding the norms
- Not meeting Expectations: not upholding one or more of the norms.

At the end of each class, a force field rating is recorded on the student's tracker sheet. This feedback should be shared with the student. Each week, the team determines a *weekly rating*.

The tracker sheet provides staff and students up-to-the-minute data on how well each norm has been upheld. At a glance, teachers know what kind of day the student has had and can be aware of any potential problems.



As the day progresses, each teacher then knows the status of each student who enters the room.

This data is also useful to parents and guardians and should be communicated on a regular basis as coordinated by the Building Principal.

### Levels of Student Status

#### ▪ Rookie

Status received for the first 30 days in our culture.

#### ▪ Pledge

After 2-4 weeks of expected or positive behavior, students write a letter accepting the responsibility of becoming a pledge. The team votes to move students to pledge status, during which they must complete a pledge book, which documents positive and expected behaviors.

### Supporting the Pledge Process

Students are required to document peer confrontations in their pledge book and have them attested to by staff. Staff will encourage pledges in this process to develop helpful confrontation skills and facilitate moments to demonstrate them.

### Timber Wolf / Pathfinder (TW/P)

- After four weeks with expected and at least one positive behavior (and a completed pledge book), students write a letter to the team and TW/Ps stating why they deserve to join them.
- Team approves and moves the student forward.
- Student interviews with TW/P Advisory Board (school/ residential) and stands before group for final vote.

Status changes are voted on every week. Teams must notify TW/P advisors each week of any student who qualifies for a change of status. Status is not given until the TW/Ps vote their approval.

As with any culture, the administration reserves the right to individualize any and all issues involving status.

# SECTION 1: Program Review

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## Transition Period

In the event of a **SERIOUS INFRACTION\*** in the first 15 days of TW/P status, student reverts to Pledge status.

- A 30-day extension is optional, as determined by the Team.
- Student is given a guidebook to complete.
- Procedure to return to TW/P status is approved by Team and voted on by peers.



New TW/Ps are inducted after passing the transition period. This takes place during the next ceremony, regardless of status at time of induction.

\*Not a negative rating, school incident report, or some negative behavior. It is a **SERIOUS ISSUE** such as elopement, using drugs, or causing injury to others.

## Privileges of Status

Academic scores must be passing to maintain Pledge or TW/P status.

## Pledge Privileges

- Students may participate in special events for TW/Ps and Pledges.

Status is a privilege. If one's status is "on hold," student loses privileges and must be reinstated by team before having them returned.

## Timber Wolf/Pathfinder Privileges

*Students May:*

- Go to TW/P lounge during lunch.
- Walk between classes ahead of class and staff.
- Participate in TW/P events and activities.
- If students are "on hold," student privileges are lost until student is re-instated.

*The procedure for re-instatement is:*

- Team agrees student is ready for re-instatement.
- Team will notify TW/P advisor.
- Students come before the TW/Ps to take accountability and receive helpful feedback.
- TW/Ps vote on student status change.
- Only after a vote by TW/Ps are privileges restored.

## Duties of a Pledge

When writing a letter asking to become a pledge, students are committing to our culture. They pledge to:

- Follow all five norms on campus and at home.
- Help peers at school.
- Positively confront negative behavior in a polite, respectful manner, asking for peer and staff signatures when the issue is resolved.
- Take accountability when they have made a mistake or have not followed a norm.
- Complete the pledge book in a timely manner.
- Greet staff, visitors, and peers in a respectful manner.
- Always follow our dress code.



## Duties of a Timber Wolf/Pathfinder

Students have taken the biggest step in our culture and achieved the highest status. Many new responsibilities come with this status. Students are to:

- Show positive leadership in all situations.
- Follow campus dress codes.
- Be a positive mentor and lead by example.
- Volunteer on campus and in the community.
- Keep their grades at a passing level.
- Take a positive leadership role in GGI.
- Not swear or use bad language.
- Follow and honor the five norms.
- Participate in weekly meetings & Adv. Bd. sessions.

## Timber Wolf/Pathfinder Advisory Board

Led by TW/P's presidents and observed by an advisor, a selection of TW/Ps are present on a rotating basis.

- Rotate group every 30 days.
- Group will act as go-between for normative questions.
- Students referred to group by Team, Peers or Self.
- Group reviews any issues re: TW/Ps and Pledges.
- Ensures Pledges take responsibility for their actions.

## Normative Format Terminology

*Frozen Status* – Can be implemented by staff without team approval. Students can be frozen for a designated time and given a chance to calm down without it becoming a power struggle. After the cooling off period, if they've returned to good behavior, the status is lifted.



*On Hold* – Must be a team decision. If several issues occur between team meetings or a serious one like elopement or a physical altercation, a Team Leader may be contacted to discuss placing the student "On Hold" without team approval.

- At team meeting, staff reviews events of the week, considering the full week, not just one negative incident.
- If the team decides to place student "on hold," the team will notify the TW/P advisors of the change in status.
- A success log is available if the team feels a student would benefit from a list of goals to work on that week. At the next meeting, the student's status and success log will be reviewed.
- If the team feels the "on hold" status should stand for a second week, it will be re-evaluated at the next meeting.
- If the team lifts the "on hold" status, student then follows the *Procedure for Re-instatement*.

## *The procedure for re-instatement*

- Team agrees student is ready for re-instatement.
- Team will notify TW/P advisor.
- Student comes before the TW/Ps, takes accountability, and receives helpful feedback.
- The TW/P vote on student status change.
- Only after a final vote by TW/Ps are privileges restored.

# SECTION 1: Program Review

As our school-wide behavior management program, Normative Culture is integrated into all aspects of school life. We expect that the following program tools will be integrated into the daily classroom routine.

## Restorative Justice

Restorative justice is an alternative to punishment-based discipline. It is carried out through strategies known as restorative practices.

Restorative practices begin with building strong, positive relationships between all school members: youth and adults. These connections are formed through Level 1 circles, which help to meet powerful human needs such as belonging and caring for others.

When conflict arises within the school community, resolution is accomplished through Level 2 circles, where all who are affected find resolution.

When troublesome behavior occurs, rather than exclude a student from school through traditional discipline, incidents are viewed as opportunities for students to learn important social skills. Together with those who have been affected, a Level 3 conference brings together everyone immediately affected to determine what should be done to repair the harm.



## Principles of Restorative Justice

- Respect for everyone involved
- Inclusion of and equal voice for all those impacted
- Focus on the impact, needs and causes that have arisen
- Consensus-based decision-making focused on how to repair the harm and prevent future harm
- Expand the capacity of the community to create a just and fair response



## Circle Components

- Sitting in a circle, openly facing one another
- A talking piece that is passed around, giving the person holding it the opportunity to speak while others listen
- A center piece provides a unifying, central focus point, similar to gathering around a campfire
- An opening topic to begin the circle process
- Questions or prompts that are given by the circle keeper for all to respond to during "rounds"
- A closing for the circle

### Curriculum Directives & District Priorities for Professional Staff

#### Instruction

- Differentiate instruction to meet the needs of various levels of student ability. Provide assignments of varying difficulty, adjusted for student ability.
- Use teacher aides to support instruction by directing the aide on how to help students. Aides should work alongside students; support task focus, give praise/encouragement and provide immediate feedback.
- Minimize loss of instructional time due to unrelated activities, free time and wasted transition time at the start and end of class. Plan instruction to use the full class period. Provide direction for students who complete work early. Minimize removals to Behavior Support Rooms.
- Integrate technology into instruction and learning. Ensure students directly use a variety of technologies.
- Daily lesson plans should be available on the teacher's desk at all times.

#### Normative Culture & Restorative Practices

- Focus on Norms when giving praise or redirection.
- Use peer feedback group processing (GGI) & RJ circles to resolve issues in class and minimize removals.
- Document positive as well as negative behavior in the student management software. Strive to enter twice as many positive entries as negative.
- Post visual aids to promote norms & student progress.



#### Communication

- Participate in all team meetings to plan appropriate individual behavior intervention plans (ISSPs)
- Communicate academic progress through eSchool data. Prepare five-week reports through eSchool data.
- Communicate directly with the Committee on Special Education (CSE) to submit Present Level of Educational Performance (PLEP) statements, goals, objectives and quarterly progress reports. Randolph Campus uses the Clear Track + IEP Direct software program. Hamburg Campus has access to each school district's software programs.

#### Engagement with Parents

- Establish a phone log that documents two phone calls made to parents each week. Engage in other forms of communication with parents such as communication logs, emails and parent-teacher conferences.

#### Attitude & Mission

- Establish positive, respectful relationships with students.
- Show knowledge of behavioral & emotional disabilities.
- Expect, support and celebrate students' emotional and behavioral growth.
- Understand and respect students' cultural differences.
- Express a general optimism for the school community.

## SECTION 2: Faculty Responsibilities

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### District Priorities & Directives: Support Staff

#### #1 Priority: Attitude & Mission

- Establish positive, respectful relationships with students.
- Show knowledge of behavioral & emotional disabilities.
- Expect, support and celebrate student's emotional and behavioral growth – especially small successes.
- Understand and respect student's cultural differences.
- Express a general optimism for the school community.

#### #2 Priorities: Support Instruction and Learning

- Classroom aides must support instruction and learning. Engage in the lesson to be prepared to assist students.
- Work alongside students; support their attention. Give praise/encouragement and provide immediate feedback.

### Directives

#### Supervision Protocols Essential for Safety

- Visually monitor students in a Hallway Timeout.
- Follow / foster Hallway Protocol (p. 25).
- Follow / foster Cafeteria Protocol (p. 25).
- Abide by Acceptable Computer Use Policy (p. 28).
- Continuously monitoring student internet use.
- Maintain appropriate boundaries and custodial care with students (p. 12).



### Documentation

- In all written documentation, stick to the facts. Don't exaggerate, give opinions or express emotions. Maintain a professional tone and use proper grammar.

### Normative Culture & Behavior Management

- Focus on Norms when giving praise or redirection.
- Facilitate peer feedback, group processing (GGI) and restorative practices to resolve issues.
- Document positive and negative behavior in the student management software at the teacher's direction only. Record tracker sheet ratings at the teacher's direction only.
- Use posted visual aids to promote student progress toward norms.
- Read and carry out all ISSPs for those students with whom you are assigned to work.
- Remove students from the classroom at the teacher's direction only.
- Abide by Therapeutic Crisis Intervention guidelines for de-escalation and physical restraint.

### Confidentiality

- Abide by all aspects of the Confidentiality Agreement. This restricts the retelling of specifics about students or events that occurred. See Confidentiality Agreement.
- In documentation, refer to other students by initials to protect their confidentiality.

### Engagement with Parents

- Provide input to teachers or counselors who will communicate directly with parents. Do not initiate direct communication with parents.

### Attendance

- Be reliable & dependable. (except for BOE-approved medical leaves.)

### Duty to Report

- Any suspected child abuse; see policy for details.
- Accidents and injuries to school nurse. (p. 21).
- Any known violations of policy to an administrator.

## SECTION 2: Faculty Responsibilities

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### While on the clock, engage only in job duties

- Promptly report to assigned work location and remain there, leaving only at the teachers direction.
- Don't "surf the internet." See Acceptable Use Policy. Use computers for instructional activities only.
- Limit email to essential work-related communication

### Professionalism

- Present an appearance appropriate for the workplace. Appropriate grooming and attire are expected.

### Code of Ethics for All District Personnel (Excerpt from BOE Policy #6110) Standards of Conduct

#### Disclosure of Interest in Contracts

Any District officer or employee, as well as his/her spouse, who has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the District shall publicly disclose the nature and extent of such interest in writing to his/her immediate supervisor and to the Board of Education as soon as he/she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the Board minutes.

#### Personal Responsibility

All employees are held personally responsible for exhibiting behaviors and conducting duties in a manner consistent with the school's mission, values, norms and code of ethics. All employees must maintain records which accurately reflect the services provided and adhere to record-keeping practice standards consistent with current governmental regulations, contractual agreements and records management policies. Employees will be subject to progressive discipline for the following:



would receive consequences consistent with Board Policy and federal and local laws.

- Willfully providing false information to the District and/or a third party.
- Providing information to the District or a third party that the employee should have known was incorrect.
- Intentionally reporting a false violation.

#### Records and Regulatory Reporting

Under no circumstances will records be falsified, back-dated, intentionally destroyed or otherwise tampered with to gain real or perceived advantage for the District. Unnecessary or outdated documents may be purged in accordance with the district records management policy.

*All District records and reports will be prepared and maintained accurately and honestly. This includes reporting time worked, business expenses incurred, revenues and costs, and all other business, student or service related activities.*

#### Standards of Conduct

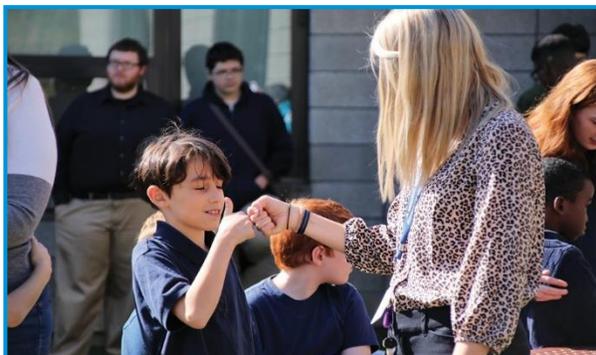
##### Confidential Information - Confidentiality Guidelines

- Confidential information is not to be shared with any person(s) outside of Randolph Academy.

2. Confidential information is not to be shared with other employees except on a need-to-know basis. Just because two (2) employees are designated confidential or have access to certain information does not mean that such employees are entitled to share information that each comes in contact within their respective positions or assignments.
3. Employees must respect the confidential nature of telephone conversations, mail, e-mail, facsimiles and all forms of written and oral conversations alike.
4. Employees must be mindful of where they conduct discussions of a confidential nature so as to avoid inadvertent disclosure to individuals not privy to such information.
5. If an employee has any doubt or question about the confidential nature of a piece of information, he/she will not disclose it without first checking with his/her supervisor.
6. Employees working in a capacity through which they have access to information or are involved with activities associated with students with disabilities shall in no event share such information.

Confidential information includes, but is not limited to:

- Student information (current/past, folders, records, IEPs)
- Personal information (phone numbers, addresses)
- Medical information, e.g., physicals, health insurance.
- Policy-making information
- Personnel information, e.g., employment applicants
- Certification, selection processes, staffing increases/decreases, layoffs, terminations, evaluative information, benefit information, garnishments, child support, etc.
- Collective bargaining information



### Appropriate Boundaries with students

#### Staff-Student Relations (FRATERNIZATION) (BOE Policy # 6180)

The Board of Education requires all employees to maintain a professional, ethical relationship with students that is conducive to an effective, safe learning environment; and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District, up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent communication with a student unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or relations. "Frequent communication with a student unrelated to course work or official school matters" means any form in which that communication may occur including, but not limited to, voice- or text-based communication via phone, email, instant messaging, text messaging or through social networking websites and other forms of communication.

Even if a student participated “willingly” in an activity (regardless of student age), inappropriate fraternization of staff with students is against District policy and may be in violation of professional standards of conduct and New York State Law. However, inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions.

### Staff Directive Regarding Appropriate Boundaries with Students

What is appropriate?

- Handshake, hand on back, shoulder pat, one-arm hug.

What is inappropriate?

- Horseplay or prolonged touching of any type.

This standard will be upheld by:

- Communicate to students in class or GGI (day & residential)
- Reinforcing this standard in all settings
- Document any incidents of inappropriate boundaries and redirect students every time

### Guidance to Staff on the Use of Time Off

Principals may grant/deny the use of time off on any particular date due to District needs. All staff will give as much notice as possible when using leave time. The District may require the intended reason for time off, and staff requesting time must supply a reason that assures appropriate use.

The District also can limit the use of time off on any date where granting such leave would substantially hamper the needs of the District.

Using Benefit Days immediately preceding or following Thanksgiving, Christmas and Spring Break will incur twice the penalty, unless the Superintendent grants approval for a non-routine medical/dental appointment.

### Call-In Procedure

Any staff unable to report to work due to personal or family illness must call your campus principal between 6:00 and 7:00 a.m.



### Emergency Closings

Our school uses the One Call Now notification system, which lets us make calls to staff and families in minutes. It can call your home/cell phone and send e-mail. *Keep the main office informed of any contact changes.*  
Please note: You must distinguish between the Randolph or Hamburg campuses for closings.

### Signing In and Out

All staff must sign in at the office upon arrival and before leaving. If a staff member leaves the building in the middle of the day, they must also sign-out and back in when they return. Sign-in sheets provide a verification of time worked as a back-up to payroll and attendance records. These sheets also assist us with our emergency preparedness protocol.

### Procedure at the end of each school day:

1. Be sure your room and desk are in good order.
2. All materials for the next day should be prepared.
3. Substitute packets must be updated regularly.
4. Lesson plans, including pertinent student info., must be complete and accessible

### Keys & ID Badge

All Staff are issued an ID Badge and fob which allow them to enter the building. They also receive a master key which locks/unlocks most interior doors in an emergency. You are responsible for keeping your keys with you at all times. Substitutes must have a key available to them too. Staff must turn in their keys to the Main Office at the close of the school year. You also must wear your ID badge at all times.

### Securing Personal Belongings

Don't let students access personal staff items (e.g., purses, cell phones, money, keys, etc.). This is especially true with regard to medications. Giving students access to these items may lead to bad choices and put them at risk. Keep these items locked-up or on your person. If you aren't able to keep them secure, do not bring them in the building. If you need a place to secure these items, see the Facilities Director.

It is important to note that all prescription medications must remain in their labeled container as required under the penal code. It is illegal to have prescription drugs in unlabeled containers anywhere. Staff violations of this directive will result in progressive discipline.

### Separation of Professional & Personal Affairs

Make every effort to separate personal affairs from professional duties. Only job-related duties should occur during school time. Do not use school equipment or supplies for personal matters. This includes copy/fax machines, computers, postage meters, ice machines or any school-owned equipment. Using the school's letterhead or address for personal deliveries or mailings is also not permitted. Please use good common sense.



### Gift Giving (BOE Policy #5230)

The Board of Education recognizes that gift giving, especially during the holiday season, may be a common practice for many District employees. While the giving or exchanging of gifts may be acceptable among staff members, the Board strongly encourages District employees and students to show appreciation through written notes or greeting cards. All business contacts will be informed that gifts exceeding \$75, whether in the form of money, services, loans, travel, entertainment, hospitality, things, promises, or any other form, will be returned or donated to charity.

### Sexual Harassment

Annual staff training will cover this topic, and booklets are available on the Network in the “School Lists of Interest” folder. Print copies are available in the main office. Complaints may be reported to our Title IX officers for the District or either campus principal.

**Child Abuse Reporting (Policy #7530)** The full text of this policy is available in the main office.

It is critical that all staff promptly report any suspected child abuse, maltreatment or neglect. Mandated reporters face legal penalties for failing to report abuse.

Mandated reporters must make the report themselves and then immediately notify the building administrator or designee. It is unacceptable for staff to simply verbally report suspected abuse to a supervisor. All staff receives annual training on child abuse reporting. To learn more, including definitions of abuse, neglect, and maltreatment, visit [ocfs.ny.gov/main/cps](http://ocfs.ny.gov/main/cps) and [www.justicecenter.ny.gov](http://www.justicecenter.ny.gov).

*When suspected abuse, maltreatment or neglect occurs in the home or community, call the Child Abuse Hotline: 1-800-635-1522. If the child is in immediate danger, call “911”. Then, tell your building administrator/designee. If it occurs in school by an employee, call the Justice Center Hotline: 1-855-373-2122. Then, tell your building administrator/designee.*

### Bulk Items

Some items are kept in bulk supply for classroom use. Inquire at the main office as to what is available.

### Purchase Requisitions

These can be filled out using templates on the server in the “School Lists of Interest” or “Forms” folders. Include the account number to be used and print out 2 copies, one for yourself and a signed copy.

### Use of the School Vehicles

All staff must request a vehicle in advance and submit a request form to the school office. Forms are found on the clipboard with the keys when you take the vehicle. Return it when you return the keys to the office.

### Payroll Deductions & Insurance Information

Notify the business office if you have any questions regarding pay checks or insurance. All employees are responsible for notifying the District of “change of status” events that affect benefits (e.g., births, deaths, marriage, divorce, dependent eligibility, etc.) All employees must also provide changes of address to the office.

### Faculty Meetings

Professional Staff are required to attend faculty meetings until conclusion. Other meetings may be held as needed. Faculty excused are still responsible for any relevant items discussed and must pick up any handouts in the Main Office.

### Team Meetings

Professional and support staff who work until 3:15 p.m. will be assigned to a specific team and must participate these weekly meetings. Support staff who work until 2:30 p.m. are invited to join these and may submit a green sheet for extra pay.

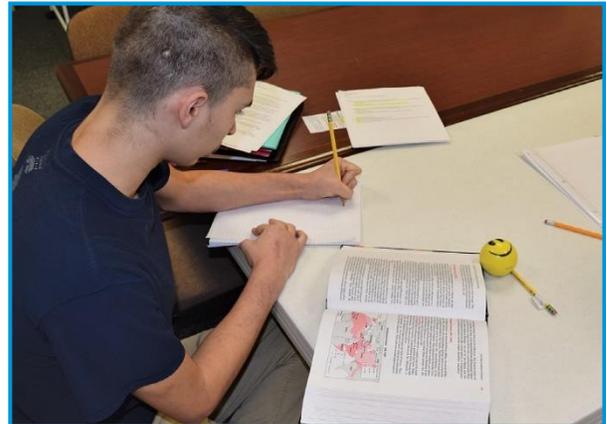
### Communication

Email is the primary mode of communication. All staff are expected to check their email every day to remain fully informed.

### Plan Books/Substitute Packet

Lesson plans must be kept by each teacher with at least five days of plans available. The following should be available in a Substitute Packet:

- Daily Report Form for Substitute Teachers
- Student Medical Alerts
- Student IEPs (note availability on network)
- Current School Safety Plan (note availability on web)
- Student Rosters



### Reporting of Pupil Progress

Report cards are issued four times per year, at the end of each 10-week quarter.

See Policy #8251 Grading: INTERMEDIATE AND SECONDARY STUDENTS. The middle and high schools utilize a uniform grading system. There is no specific policy for elementary grades; this is left up to the direction of the Campus Principal.

#### Calculating Quarterly Grades:

- Class work and class participation 20%
- Completion and quality of homework 10%
- Reports and class projects 20%
- Test, quizzes and examinations 50%
- The uniform grading system for science and the special area subjects is found in Policy # 8251

#### The following guidelines will be observed:

In addition to the four report cards, parents will be regularly informed of their child's progress through interim reports at the five-week mark of each 10-week quarter. In addition, teachers will regularly communicate with parents through phone, email, conferences and written communication, documenting each communication.

- The use of marks and symbols will be explained.
- No quarterly report card lower than a 55 will be issued. If a grade is below 55, the mark on the report card must include the comment, "A grade below 55; please contact the teacher immediately."

# SECTION 3: Academic Responsibilities

### Calculating Final Grades

The final course grade will be calculated according to one of the following weighted averages:

- Average of quarterly grades = 80%  
+ Local final exam = 20%
- Average of quarterly grades = 95%  
+ Regents exam = 5%

### Schedule for Reporting Student Progress:

#### *Regular School Year:*

Week 5: Five Week Progress Report

Week 10: First Quarter Report Card & IEP Goal Progress Report

Week 15: Five Week Progress Report

Week 20: Second Quarter Report Card & IEP Goal Progress Report

Week 25: Five Week Progress Report

Week 30: Third Quarter Report Card & IEP Goal



Positive and negative student behavior will be documented in the student management software eSchool Data. To learn how to enter a report and for general information available in this program, please contact the IT department.

### The Committee on Special Education (CSE)

It is the teacher's/provider's responsibility to read each student's IEP. The District will provide a Chapter 408 assurance to each member of a student's educational team stating that each provider understands how to implement the program. The IEP is a legally binding document that must be followed when planning all lessons and activities. Classroom aides working with a child with an IEP must also have access to it. The IEP and all of the information it discloses must be kept confidential. Only professionals with an educational interest in that student shall read or discuss the IEP.

The teacher is responsible for making sure all goals are submitted and that the goals address the student's specific skill deficit area(s) as referenced in the IEP. Additionally, they must speak with other teachers and get general information regarding the student's present levels of educational performance in academics, physical, social and management. These shall include present levels, strengths and needs in each area. For students turning 15 years of age during the school year, transition information must also be included in the IEP.

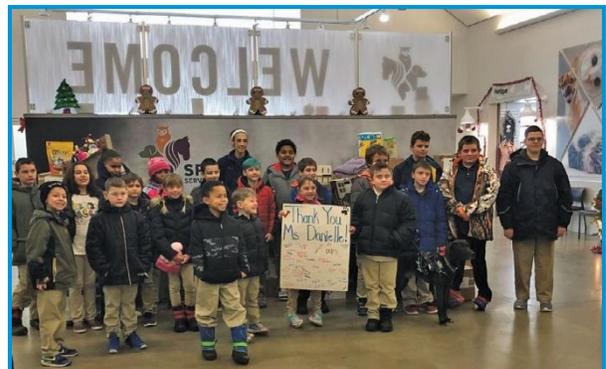
The counselor is responsible for gathering a student's behavioral data, including positive write ups, and seeking input from behavior management staff, GGI facilitators and teachers, to inform the IEP. The school psychologist is responsible for assessment results.

The student's educational team will also collect baseline data for each goal and monitor the students' progress on mastering each goal. The progress must be entered into the software each student's home district uses. Progress reports will be sent to parents with the same frequency as traditional report cards

### Field Trips

Field trips should be fun-filled, educational experiences for students and staff alike. While it is natural to let your guard down to have fun, such events actually warrant a greater level of vigilance from staff. The following procedures and protocols should be in place prior to and during any field trip ensure appropriate supervision of students.

- Complete the "Field Trip Request" form located in the school office and return it to the principal's secretary.
- Parental permission for day students, and clearance from the New Directions team for residential students, must be obtained prior to departing.
- The school nurse must be given a list of participating students so that all scheduled and precautionary medications are prepared for the trip. The nurse will also issue a defibrillator for the trip.
- A 3:1 student-to-adult ratio is recommended. This may include the bus driver if he or she is supervising throughout the transport and destination.
- It is preferred that male and female chaperones are scheduled to attend all trips to ensure proper restroom supervision.
- During transport, chaperones should sit toward the rear, center and front of the bus to provide proper supervision and enforce safety protocols.
- Chaperones will be assigned specific students to supervise while at the destination.
- Plan in advance to give students explicit instruction on the behavior, etiquette and social skills expected for the setting and any related transitions.
- Accommodations will be made to allow for a 30-minute duty-free lunch for all support staff chaperones.



### Hazardous Materials and Blood Spills

\*All staff will have annual training.

#### Standard Operating Clean Up Procedures

Cleaning materials will be readily accessible to all staff who may be faced with such a situation. They should be given to each staff member or placed in each classroom, office, gym, locker room or other areas where an issue may occur. These materials may be packaged into a readily accessible container (i.e. self-sealing plastic bag).

Clean-up materials are: *disposable latex gloves (2 pair), disposable paper towels (3), sanitary absorbent material (optional), plastic bags with twist seals (1), liquid soap packet or alcohol towelettes, gauze pads (5) Band-Aids (assorted sizes) and bleach or EPA-approved disinfectant.*

#### Instructions

- Keep students/staff away from the area.
- Wear disposable gloves before handling fluids.
- Provide first aid treatment.
- Soak up spilled blood/body fluid with disposable towels or sanitary absorbent material.
- Vigorously clean area with soap and water.
- Disinfect the area with EPA-approved disinfectant.
- Place all soiled materials in a plastic bag.
- Remove gloves turning inside out and place in plastic bag with soiled materials. Avoid touching skin with soiled gloves. Seal and dispose of bag properly.
- Wash your hands thoroughly.
- Refer larger spills/issues to appropriate staff.

#### Procedure

When possible, the injured person should care for his/her own minor bleeding or injury once stabilized. Respond with barrier equipment (gloves). However, the absence of barrier equipment should not preclude assisting a person with a bleeding injury. If possible, take the person to the Nurse's Office.

- Safety glasses, goggles, and/or face masks should be worn before any situation where splashes of blood or body fluids may occur.



### Material Safety Data Sheets (MSDS)

The MSDS book is located on the top shelf of the book-case on the right side of the Supervisor of Maintenance's desk on each campus. All staff may view these sheets at any time. The Principal or a designate will monitor and maintain employee training records and advise the Superintendent or designate of any training needs

### Staff Injury or Accident

All staff are required to report all injuries, minor or serious, to the school nurse. It is mandatory that a written report be completed by the employee and nurse. The nurse is responsible for assessing injuries and providing first aid. The Principal or other on-duty administrators must be notified immediately and receive a copy of the written report from the nurse.

If emergency medical care is needed, the Principal may release the employee from these duties to receive such care. The employee is to sign out, if possible. Injuries incurred at work are fully covered under Worker's Compensation Insurance. See notification poster in staff room. Staff seeking medical treatment under Worker's Compensation will need to provide a doctor with Randolph Academy's insurance carrier information:

Cattaraugus Allegany Area School Districts  
Self-Insurance WC Group W 861520  
Randolph/Hamburg Campus: 10/01/2012

Workers Comp forms are available in the Health Office.

Following medical treatment, the employee is to return to work and is responsible for submitting medical documentation to the District Office verifying that he or she is able to resume their duties. If a medical doctor restricts the employee from work or limits those duties, documentation must clearly define the restrictions or limitations.

### Student Elopement

Staff who witness the Elopement should call the main office to report it, and then follow the student, keeping them within eyesight. Use a walkie-talkie or cell phone for emergency contact.

### District and Building Emergency Response Plans

Staff are trained upon employment and annually. The following is an excerpt from our plan. The full District Safety Plan is available at [www.randolphacademy.org](http://www.randolphacademy.org). Each Building Emergency Response Plan is confidential and must not be shared with outsiders, excluding first responders. Copies are available in the school office.

### Evacuation Procedures

See *Emergency Cheat Sheet for Drill Specifics*

- Close all windows and doors. Exit info is posted in all classrooms. If your exit is blocked, use rescue window.
- Take attendance book
- Exit building, single file, to designated area
- NO TALKING
- Take attendance
- Identify all missing or “extra” students
- Report attendance to designated official
- Wait for further instructions

Calling 911: 911 can be called directly from any room via our paging system. Usually 911 is called from the main office. However, be aware this capability exists on all classroom phones in the event of a lockdown or other emergency that blocks communication or access to the main office.

### Emergency Response Protocol

**Shelter-In-Place**: Move inside building, students to classrooms, take attendance, continue to teach.

**Evacuate**: Leave building, go to designated area, take attendance.

**Lockout**: Lock exterior windows and doors, do not allow entry into building, take attendance, continue to teach.

**Lockdown**: Lock classroom door, move out of sight, staying quiet and hidden.

**Crisis Calls** that you may hear on the announcements are:

*\*To call a classroom response, press the PAGE button on the phone and say: “Shelter-in-Place and Responders to (area needed).” Then, you may hear an announcement to take attendance, which should be phoned to the office as soon as possible. This means there is an incident which requires you to keep all students in your room until you hear, “The Response is clear.” If you are not in your room, go to the nearest room and stay there. If you see students in the hallway, bring them into your room until the response is clear. While the response is ongoing, there must be no traffic in hallways except for behavior intervention staff, counselors, nurse and authorized personnel.*

**Criteria for Calling a Response**: If a situation poses imminent harm (e.g., a fight), use the page system to call a “Shelter-In-Place and Responders to Room xxx” for help. Noncompliant, refusal behavior from students is not a reason to use the paging system. A phone call to behavior intervention staff for help is appropriate.



For a medical emergency, press the PAGE button and say: “Shelter-in-Place and Medical Responders to room (XXX)”.

Again, no traffic in the hallways and follow the same instructions as for a Medical Response. Sometimes these responses can last quite a while (e.g., if an ambulance has to be called), so be prepared.

Sometimes you might hear, “*Shelter-In-Place to the Main Office.*” Then you might hear an announcement to “*Please take attendance in all classrooms.*”

This means a student elopement or suspected elopement has taken place. Make sure you take attendance and call it down to the Main Office as soon as possible. Also, let the office know the names of any students not scheduled for your class that you pulled into your room.

If you have witnessed a student elopement, call the Main Office to report it, and then you or your aide should follow the student (if possible), keeping them within eyesight.

If you hear, “*Lockdown, Lockdown*”, there may be a threat to the school or someone is in the building. Make sure to lock all doors and windows. Move your students to a place in the room that has been designated as most secure. Wait for further instructions. Try to keep the students calm and quiet. Do not respond to a fire alarm unless you smell smoke. You will be released from the Lockdown by law enforcement or an administrator.



*\*For this reason, try to carry your keys with you at all times. Then, if you are not in your room, you can still lock the doors wherever you happen to be. Your master key should lock most doors, including the cafeteria's.*

### Dress Code for Students

Students are expected to dress appropriately at all times. They are also expected to present a clean, well-groomed appearance and dress for the weather. The dress code's purpose is to:

- Promote an overall sense of well being
- Promote uniformity among students as a part a team
- Promote socially appropriate dress
- Promote safety and proper hygiene
- Promote a climate conducive to learning
- Prepare students for the real world to dress for success

### School dress code:

- Collared solid navy "polo" shirt or t-shirts. No patterns.
- Khaki (tan) pants (must be worn at waist level).
- Knee-length khaki shorts allowed in warm weather.

### The following are not allowed at any time:

- Symbols that advocate violence, gang involvement, racism, sexism, cultism, bigotry or illegal activity.
- Combs/picks in hair, sunglasses, backpacks/purses.
- Outside clothing that is worn indoors (including nylon and fleece jackets, windbreakers, etc.)
- Pajamas, nightgowns, boxers, or other sleepwear.
- Curlers, caps, hats, bandanas, hoods, du-rags, etc.

Students who exhibit chronic non-compliance with the dress code will be held accountable. Timber Wolf and Pathfinder dress code privileges will be evaluated and granted on each individual campus.



### Non-Educational Items

Non-educational items pose distractions from learning and are not allowed to be brought to school. Some of these include, but are not limited to:

Some of these items include:

- Hats
- Stuffed Animals
- Phones
- Playing Cards
- Pillows
- Dolls
- Balls
- iPods/Electronics



Students seeking special permission to bring a specific item to school must have a permission slip (available in the main office) filled out by the teacher involved, and signed by the Principal.

Randolph Academy reserves the right to update and amend this list as the situation warrants.

All electronics will be secured in an individual shelving unit with the students identifying name and/or number.

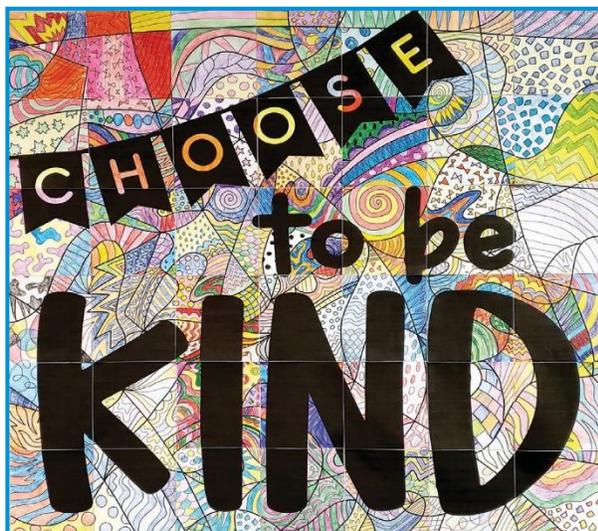
Book bags are searched upon entrance and must be kept in lockers during the day.

Please note the District is NOT responsible for lost or stolen items.

### Student Expectations

- Profanity and vulgarity are not allowed.
- Don't put your hands on others. No pushing/fighting.
- Overt displays of affection (kissing, touching, hand- holding, "extreme" hugging) are not allowed.
- No yelling or loud noises.
- All students in hallways during class time must have a signed pass (including date, time, teacher's name and destination) or be escorted by staff.
- No running or loitering between classes.
- Lockers are a privilege and can be taken away if abused (kicked, punched, kept extremely messy).
- Food or beverages are not to be brought to school and are not allowed in the classroom.
- Non-educational items are not allowed in school without written permission from the Principal.
- Be courteous and respectful.
- No willful destruction or defacing of school property.
- Alcohol, drugs, or tobacco are forbidden. Students under the influence will be held accountable.
- No weapons (guns, knives, razors) or any item that may be considered a weapon, are permitted.
- Do not pass notes or letters between students.
- Each student will carry his/her tracker sheet to the next class and give it to the appropriate teacher/aide.

*\*\*\*Randolph Academy reserves the right to update or amend these rules as needs or situations dictate.*



### Media Guidelines

Positive public relations is important to any organization. Due to student confidentiality rights, a student must have a written release signed by a parent/legal guardian on file with the District before any release of photos or information to the media. Staff must seek Superintendent approval prior to releasing any information. Only school administrators may speak to media as representatives of the school, unless prior arrangements have been made by the District for specific media coverage.

### Placing Legal Charges against a Student

*(Policy adopted by the Board of Education on 6/18/08)*

Placing criminal charges against a student for behavior that occurs during the student's placement requires full consideration of the context in which the behavior occurs. Charging a student for behavior that is clearly illegal may be an appropriate response if the student was aware of the seriousness of his or her behavior and capable of judging the results of the behavior. The District recognizes the primacy of the interest of the entity responsible for the child's placement or of the child's legal custodian. Conversely, legal charges may affect the student's placement, emotional condition, legal status or family situation in ways that do not provide for the best interests of the student and may therefore be an inappropriate response. The District is committed to the Safety Norm and to a work environment that is safe and violence-free; however, employees are expected to acknowledge and understand the inherent risks of working with at-risk children, the duty of controlling unsafe behaviors with therapeutic crisis management techniques, and the expectation that the use of the criminal justice system will be used conservatively and only after full consideration demanded by our obligations to our children and families.

**Behaviors** for which the District will consider pursuing criminal charges include but are not limited to:

- Intentional injury to another person
- Unlawful possession of a controlled substance/drug
- Possession of a weapon
- Use of a weapon in an assault
- Threats of harming others with the means, intention or high probability of carrying out the threat
- Vandalism, destruction of property or fire setting
- Theft of a motor vehicle
- Making a bomb threat
- Forcing sexual contact on another person

**Factors which may discourage criminal charges:**

- **Manifestation of Disability:** Did the unlawful behavior result from the student's diagnosed disability?
- **Age:** Is the student 13 years old or younger?
- **Mental Status:** Does a student have active psychosis, psychotic episodes or a spectrum disorder?
- **Cognitive Ability:** Is the student limited, intellectually?
- **Severity of Injury:** Does the injury warrant legal charges?
- **Credibility of Witness/Evidence:** Is there reasonable doubt that the behavior occurred?
- **Organizational Responsibility:** Did the behavior result from the Academy's failure to implement the student's Behavioral Intervention Plan (BIP) or Individual Safety and Support Plan (ISSP)?



**Procedure**

Charges initiated by an employee:

Prior to filing criminal charges against a student, an employee must take the following steps:

- Write a full and accurate report of the incident on our incident report form. The staffer may also voluntarily provide a victim impact statement to be shared with the student during follow-up procedures.
- Request in writing that the Academy review the incident to determine if a criminal complaint is warranted.
- The review will include a thorough analysis of the circumstances from the complainant's perspective as well as those of clinical/supervisory staff with knowledge and training required to assess the student's emotional and mental status, the relationship between the student's disability and the behavior in question, and the clinical, social, emotional, and legal impact of the process upon the student. The review will also solicit input from the social worker or counselor with primary casework responsibility for the student's service planning. Input from the counselor with primary responsibility for the student's educational planning will also be considered.

**Possible Outcomes**

If the Academy supports filing a criminal complaint, the employee will be provided support, opportunity and facilities for making the report, including a release from regular job responsibilities to do so and follow the process through to its conclusion. The students' parents will be notified immediately.

If the Academy does not support filing charges, the employee will be encouraged and supported in achieving an alternative resolution to the incident involving the student and the staff. The students' parents will be notified immediately.

If the employee insists on pursuing charges despite the District's recommendation, or if the staffer circumvents the described procedure, he or she will be responsible for making the report and following the process through on his or her own time, using accrued personal leave to provide statements, appear in court, and respond to and defend any counterclaim arising from the incident.

### Follow-Up

The District's determination and rationale will be documented for the student's record. It will also be made available to any victims of the student's behavior to the extent permitted by law. The student's counselor will guide him or her in achieving an appropriate resolution by participating in a 5 Step Plan, including the tangible effect of the behavior upon the victim, apologizing, asking forgiveness, making reparations and committing to safe, respectful, responsible behavior.

The counselor will also educate the student about the legal/logical consequences of this behavior, including arrest, conviction, criminal record, fines, imprisonment, community service sentencing, alternative sentencing, civil liability, court costs and legal fees.

*A developmentally appropriate curriculum of education will be developed and implemented, in collaboration with local law enforcement, to educate students on the legal implications of their behavior.*

### Hallway Protocol

- After a class period, teachers will direct students to sit quietly and conduct a dress code check.
- Pathfinders/Timber Wolves will be dismissed first.
- Teacher will call students and give them their trackers.
- Teacher checks hallway for traffic. If congested, wait a moment before releasing students.
- After releasing students, teacher will stand outside the doorway of their classroom, assist in supervision and look for/guide students assigned to their next class.
- Everyone should walk on the right side the hall.
- Counselors and teacher aides are also responsible for hallway supervision between classes.
- Once students have entered their next class, they should not leave the room without permission or loiter in or around the classroom door. Students will take their seats and prepare for learning.

### Buses

Transportation is provided by Day Students' districts, arriving at 7:55 a.m. and departing at 2:10 p.m.

### Cafeteria Protocol

- For Breakfast: Students immediately enter serving line.
- For Lunch: Students immediately take a seat at tables.
- No sitting on the stage steps on the Randolph campus.
- Seating is every other seat or four to a table.
- Students are called by tables to the serving line.
- No moving between tables without permission.
- Students must raise their hands and receive permission to leave their seats.
- "Lights Off" means silence.
- Staff will monitor by walking around the tables; staff should not be seated.
- Dismissal: Lights out, quiet down. Teachers enter one at a time, class is called up, dress code checked.
- All food must be eaten in the cafeteria and not carried into hallways or classrooms.

**Daily Behavior Report (DBR)** for Randolph is available each day for information regarding Residential students. Some terms used on this report are:

**DS:** Direct Supervision. The student is to be close by and supervised at all times. Don't let this student be alone.

**ESCORT:** arm's length of staff in hallway.

**EBS:** Eyeball Status. Similar to Direct Supervision except you may be able to let this student walk down the hallway alone as long as they are visible.

**Suicide Watch:** be vigilant and keep close tabs because this student has had a recent episode of suicidal ideation.

**Time-Out:** provided to help students cope with problems. Any student can request a time-out by raising their hand and respectfully asking their teacher. This lets students self-regulate prior to making negative behavior choices. Time-outs may be written into a student's ISSP.

Time-outs are usually five to ten minutes, during which they can sit quietly, calm down or talk over their problem with a counselor or staffer. This allows students to start recognizing their personal triggers and learn to manage their reactions. Keep students supervised during time-outs.

### Incident Reports & Positive Reports

Created in eSchool Data. To learn how to write these reports, please see Behavior Support Staff. In order to reinforce positive behaviors, each professional staffer is responsible for four positive reports daily.

### Physical Restraint of Students

All staff will receive mandatory annual training in Therapeutic Crisis Intervention for Schools (TCIS), the only BOE-endorsed model for student physical restraint. *The only grounds for initiating physical restraint are when the student's behavior presents imminent harm for serious physical injury to self or others.*

Staff are to call for help via walkie talkies or the paging system and must not initiate a single-person hold on a student. Communication among staffers is critical in the moments prior to the initiation of a restraint. Refer to the TCIS manual in the Principal's office for more.

When a restraint has been performed, the staff who initiated it must complete a written Incident Form (i.e., blue form) within 24 hours and make the mandatory notifications listed, including immediately notifying a school administrator. Forms are in the Main Office.

Staff with medical restrictions prohibiting performing a physical restraint are required to submit medical documentation to the District Office.



### Intensive Behavior Classroom Description

The District offers intensive behavioral intervention programming to support positive behavioral growth in students and as a preferred alternative to suspension. This program is known as the Intensive Behavior Classroom and its primary purpose is to re-teach the basic norms after an incident where the student has not honored the norms and to guide the students to repair any harm caused by their actions.

The Code of Conduct, found on the District website, defines the criteria for enrollment in the Intensive Behavior Classroom program, the referral process, when the program services will occur, the strategies that will be utilized, the length of placement, and how a student's progress will be assessed.

The Intensive Behavior Classroom is an intervention that is intended to be temporary, not a permanent change of placement. The Board of Education will ensure that the Intensive Behavior Classroom program is adequately staffed and occurs in an appropriate classroom space. The program will maintain an academic focus. Students will continue to receive all services as prescribed by their IEP, with the exception that staff ratio may be more intensive than what is mandated on the IEP.

Referrals may be initiated through the team leader or directly to the Principal. Only an administrator is authorized to place a student in the IBC.

### Metal Detector Procedure

All students entering the school will pass through walk-through metal detector each day. Students who set off the warning alarm will then be searched by use of a hand-held metal detector. Items confiscated are not to be taken to class. In some cases, they can be retrieved at the end of the day in the Main Office.

The main entrance will be the only one used by students. Those re-entering school during the day will be required to pass through the metal detector again. Students will be asked to remove certain items before passing through. These items (provided they are deemed appropriate) will be returned to the student after they walk through the detector. Randolph Academy reserves the right to conduct a clothing search in the interest of school safety and security. Students found in possession of dangerous or illegal weapons will be referred to law enforcement and face consequences under both New York State penal and New York State school law. Randolph Academy also reserves the right to follow the above procedures regarding adult visitors to the school. Any adult not willing to comply with these procedures will not be admitted to the school.

### Use of Video Surveillance Cameras in School District (Policy #5685)

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. Surveillance cameras are used in public areas such as hallways and classrooms where there is no reasonable expectation of privacy.

Audio recordings shall not be utilized by School District Officials for surveillance purposes. Requests for viewing a camera surveillance recording must be made in writing to the Superintendent or his/her designee and, if the request is granted, such viewing must occur in the presence of the District's designated custodian of the recording.



## Website

Our website is [randolphacademy.org](http://randolphacademy.org) or [raufsd.org](http://raufsd.org). Your e-mail can be accessed from the website by clicking the Teacher log-in link at the top right of the Home page. This is also where the ClearTrack, eSchool and other important school links are found.

## Emails

*All staff are required to have a District-issued email address.* This is the only one that should be accessed during the day and for work-related purposes only. Please contact the IT Director for an address and information about using our e-mail system.



## Staff Use of Computerized Information Resources

*(Excerpt from: BOE Acceptable Use Policy #6470) Privacy*

- All users will respect the privacy of other users. Do not seek information from, obtain copies of, modify, or delete the files of others without their permission.
- The administration reserves the right to review files and communications stored on District computers/networks and monitor user activity to insure system integrity and responsible use.

## Individual Use

- Users will not use district equipment for commercial, monetary, or business gain.
- During school hours, District equipment will only be used for school-related activities, which include classroom management, coursework, or faculty-authorized/supervised activities in appropriate settings that are consistent with the District's mission and outcomes. After school hours, users will restrict themselves to appropriate research.
- Do not use District equipment to engage in illegal acts.
- Do not disrupt or attempt to damage any computer, system, system performance, or data.
- Do not disrupt other's use of the Internet.
- Users are responsible for saving data.

## Email/Instant Messaging

- Communications are not private.
- Each user is responsible for the communication originating from their user name.
- Forgery or attempted forgery is prohibited.
- Attempts to read, delete, copy or modify others' e-mail is prohibited, as is interfering with the ability of others to send or receive e-mail.
- Don't use email or instant messaging for harassment, spam, threats or forwarding chain letters or pranks.
- Only District approved e-mail addresses will be accepted on school computers

## Security

- Users will be granted access after basic computer and network training.
- All users will respect the confidentiality of network information and not divulge their password or seek the password of others to gain unauthorized access.
- All users will logoff or lockdown their workstation when their activities are completed.
- Users will not use, release, or share student records except as authorized by Federal and State Law.
- Do not alter computer system settings.
- Immediately notify the network administrator of any security problems.

## Inappropriate Activities

- Do not develop or use programs to harass others or send vulgar, inappropriate or distasteful messages.
- Do not create defamatory, abusive, offensive, illegal or adult-oriented material on District equipment.
- Do not use District equipment to obtain, download, view or otherwise access materials that are unlawful, obscene, pornographic, abusive, objectionable, potentially damaging, dangerous or disruptive. This applies to computer software and Internet use.
- Do not solicit personal information with the intent of causing emotional or physical harm.
- Accidental inappropriate access should be self-reported to the Computer Facilitator or an Administrator immediately for your protection.

## Licensing and Copyright Infringement

- Only software purchased and owned by the District may be loaded on to District hardware.
- No personal software may be loaded onto District hardware or networks.
- The works of others may not be plagiarized. Copyrighted material may not be placed on District systems and networks without the author's permission.
- Do not make copies of school software or install it on your home computer system.
- Downloads must be cleared with the Computer Facilitator and then done after school hours.

## Student Supervision

- All student computer activity will be supervised. All staff should be familiar with the Student Acceptable Use Policy and know each student's Internet access rights as determined by their parent or guardian.
- Student Internet activity is limited to assigned tasks. Searches should be guided to appropriate websites.
- While there is a student filter in place, student Internet activity must still be visually monitored.

*NOTE: Refer also to Policy #8271 – The Children's Internet Protection Act: Internet Content Filtering/Safety Policy*



## Health Office Procedures

- Before sending a student to the Nurse's office, call the Nurse or escort the student.
- The Nurse cannot give medications to students without prior orders from a doctor.
- There should be a blood and bodily fluid kit in your desk. If not, request supplies from the nurse.
- Have student take care of wound (ex: bloody nose) if possible so the blood is contained in one area.
- For an updated list of student medical alerts and special diets, see the list in the Student Alerts folder on the server.

## Attendance Procedure

Student attendance is taken as they enter the school. The attendance officer then posts those students who are absent on the network attendance folder. Classroom attendance should be taken at the beginning of each period. If a student is absent and it's not noted in the network attendance folder, call the office immediately to see if the student was signed out or at an appointment.

## Administration of Medication (Policy #7513)

In certain circumstances, when it is necessary for a student to take medication (prescription and over-the-counter) during school hours, the school's registered nurse may administer it if a parent or parental relation submits a written request accompanied by a written note from a physician indicating its frequency and dosage. The parent or parental relation is responsible for having the medication delivered to the health office in an original, properly labeled container. Only the nurse is authorized to administer medication to students. In the nurse's absence, medication will be administered by designated staff with documented training on medication administration.

## Healthy Snack Criteria (Policy # 5662)

There are many benefits of healthy celebration policies, including helping children gain a greater understanding of healthful eating habits, exposing children to a variety of healthful foods they may otherwise not eat, and improving children's as well as staff members' diets by including more nutrient-rich foods. Healthy celebrations may also help to increase the time spent being physically active, thus having fun and feeling special while exercising. The use of food as a punishment or reward is strictly prohibited.



## What types of Foods and Beverages can be counted for "Healthy Celebrations"? (Policy # 5662)

Healthy snacks and beverages must meet the following nutrition standards.

### Beverages:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored non-fat milk and milk alternatives permitted by the National School Lunch Program and/or the School Breakfast Program
- 100% fruit or vegetable juice
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Note: All other beverages are prohibited, ie: soda, coffee, energy drinks.

Elementary students may consume up to 8-ounce portions of milk and juice, while middle and high school students may consume up to 12-ounce portions. There is no portion limit for water.

### Foods:

The following are nutrient-rich and contain essential vitamins and minerals often lacking in children's diets. These healthy snacks contain little or no added sugar, fat or salt. Eating these types of snack foods more often can significantly improve a child's diet.

Some examples of healthy foods are:

- Any fresh fruit or vegetable (with or without low-fat dip)
- Canned and packaged fruit products packaged in natural juices (not syrup)
- Dried fruit
- Nuts (almonds or cashews)
- Low- or non-fat yogurt
- Low- or non-fat cheeses

Healthy snacks and beverages must meet the following nutritional standards:

- Fat – no more than 35% of calories
- Trans Fat – 0 grams
- Saturated Fat – no more than 10% of calories
- Sodium – 200 milligrams or less for snack items or no more than 480mg for entrees
- Sugar – no more than 35% of weight per item
- Calories – no more than 200 calories for snack items or no more than 350 calories for entrees

### Breakfast and Lunches

Breakfast and lunch are served at Randolph Academy. Staff provide cafeteria supervision and are assigned to that duty by the Principal.

District policies and regulations strictly prohibit using *food as a punishment or reward*. All students must be provided the same breakfast and lunch choices, regardless of disciplinary status.

Students will be escorted to and from the cafeteria by staff. Please see that the schedule is adhered to. Please refer to the Cafeteria Protocol on page 25 for further explanations regarding seating and other privileges.

At the Randolph Campus, the Wolves Den in Room 25 is also available to staff for lunch items. A menu will be posted when available.

At the Hamburg Campus, The Right Path Café is available in Room 39.



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# Staff Handbook Acknowledgement Form

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*This staff handbook has been prepared for your information and understanding of the policies, philosophies, practices and benefits of the Randolph Academy UFSD. Please read it carefully. Upon completion of your review of this handbook, sign the statement below, and return it to the Superintendent's Office by the due date.*

*I, \_\_\_\_\_, have received a copy of the Randolph Academy Union Free School District Handbook which outlines the goals, policies, benefits and expectations, as well as my responsibilities as an employee. I understand this handbook is not intended to cover every situation which may arise during my employment, but is simply a general guide for the policies, practices, benefits and expectations of Randolph Academy UFSD.*

*I understand that the Randolph Academy Free School District Staff Handbook is not a contract of employment and should not be deemed as such.*

Employee Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return to the Main Office by:*