

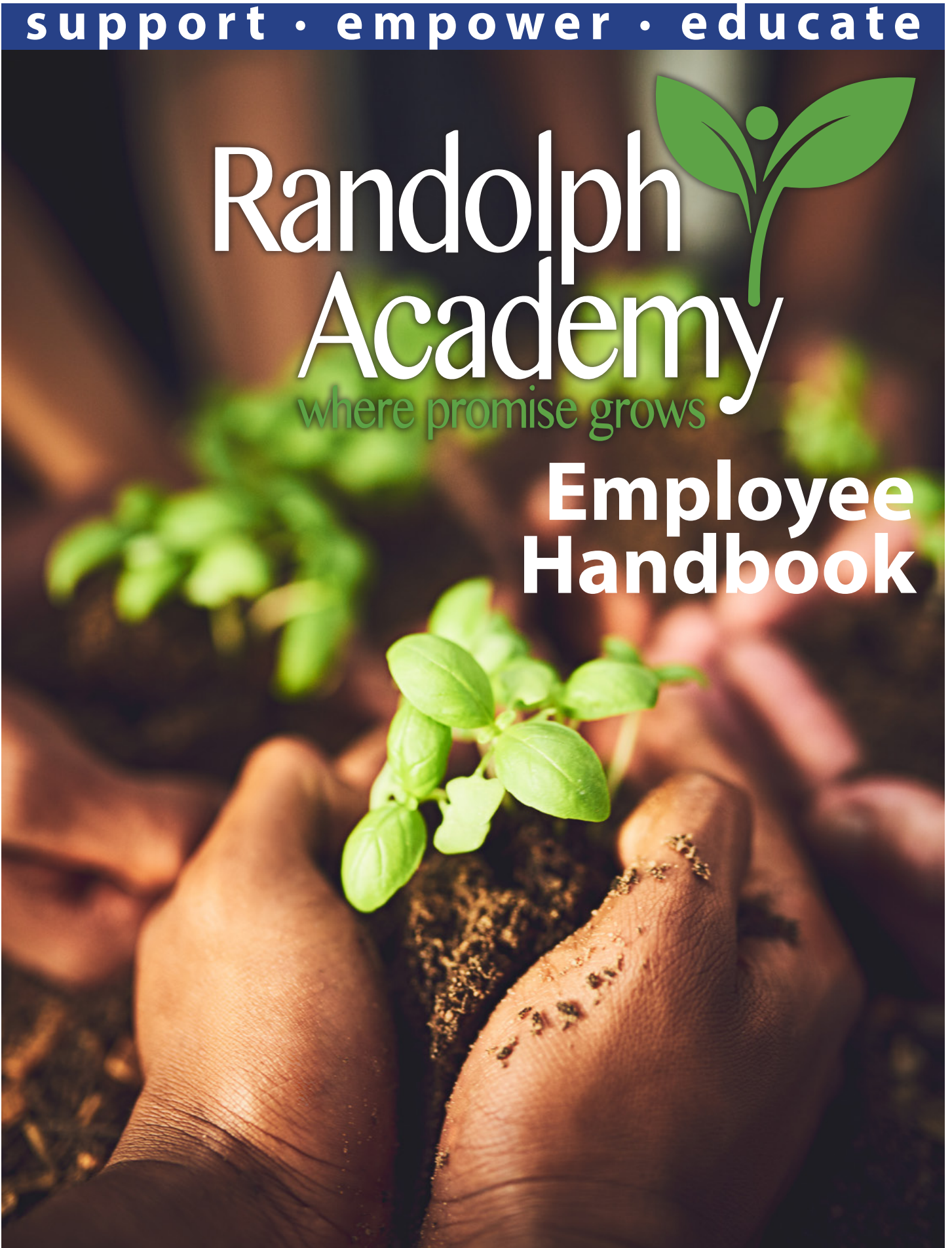
support · empower · educate

Randolph Academy

where promise grows



Employee Handbook





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Dear Faculty and Staff,

We are excited to have you as part of our Randolph Academy Union Free School 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. If you have any questions or concerns, please reach out to me or any members of our Administrative Team.

Welcome aboard!



Dr. Danielle J. Cook
Superintendent

Board of Education

Mrs. Mary Myers, *President*

Dr. Robert Olczak, *Vice President*

Members

Mr. Scott Winterburn

Mr. Brad Sande

Mrs. Leslie Shellenbarger

Ms. Susan Locke-Scott

Mrs. Danielle O'Connor

Board meeting dates and times can be found at:

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

Administration & District Officials

Dr. Danielle Cook, *Superintendent*

Mr. Stephen Sayoc, *Randolph Campus Principal*

Mrs. Laura Osinski, *Hamburg Campus Principal*

Ms. Theresa Gray, *Director of Curriculum and Instruction*

Dr. Kristin Garaas-Johnson, *Director of Curriculum and Special Education*

Mrs. Regina Sheldon, *District Treasurer*

Ms. Tina Rogers, *District Clerk*

Mr. David DiTanna, *CPA; Business Consultant*



Randolph Campus
336 Main Street, Randolph, NY 14772
716.358.6866



Hamburg Campus
4655 Logans Lane, Hamburg, NY 14075
716.358.6866

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.

Program Description/Terminology

Randolph Academy prides itself on embodying a normative culture where restorative practices are embedded, through building relationships, navigating conflict, repairing harm, and taking accountability for the purpose of restoring trust; a multi-tiered approach allows us to cultivate our school community to be a place where promise grows.

Normative culture emphasizes positive behaviors that are expected throughout the day. It is peer-centered and focuses on behavioral norms rather than rules. Our norms are:

- Safety
- Respect
- Responsibility
- Goal Directed
- The Classroom is Sacred

Students are given feedback on how they are doing in upholding the norms throughout the day. Our norms trackers give immediate feedback to students on whether they are meeting the norms, are upholding the norms and helping others or whether they are not upholding the norms in any given class or activity.

The expectation is that students are aware of how well they were able to uphold the norms throughout the day, providing an opportunity for praise as well as an opportunity to reflect on any challenges and set goals for the remainder of the day. At a glance, teachers

and support staff know how the student's day is going and can be aware of any special needs to help them manage behaviors and uphold the norms. Instructional teams are also able to use the norms trackers to get a weekly glance at student behaviors, look for patterns and trends, and develop a plan to support students who are struggling.

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

Student Leadership: Wolf Pack

The Wolf Pack is the name of the student leadership group at Randolph Academy. These students consistently exemplify our norms, support the school community in their actions and lead the positive culture in the buildings.

Students are able to become a member of the Wolf Pack through a pledge process and maintain their membership through modeling the expectations of the district.

Levels of Student Status

- **Rookie:** all students upon entering Randolph Academy hold this status unless they become a member of the Wolf Pack
- **Pledge:**
 - After 2-4 weeks of expected or positive behavior, students may write a letter accepting the responsibility of becoming a pledge. Grade level teams discuss the request and vote to move the student to pledge status during their weekly meetings.
 - Following the pledge status designation, students are required to maintain a pledge book which documents expected and positive behaviors. Students are also required to document peer confrontations and have them attested to by staff. All staff will encourage pledges in the process to develop helpful confrontation skills and facilitate moments to demonstrate them.



• **Wolf Pack**

- After four weeks of expected and at least one positive behavior week, as well as a completed pledge book, students write a letter to the grade level team demonstrating why they should be moved to Wolf Pack status. The grade level team approves at their weekly meeting and moves the student forward.



- The student next interviews with the current Wolf Pack and stands before the group for a final vote.
- **Transition Period:** Students are in a transition period for the first two weeks of being moved to Wolf Pack status. New Wolf Pack members will be formally inducted after passing this transition period.
 - In the event of a serious infraction* during this period, a student will revert to pledge status.
 - A serious infraction is NOT a negative rating, school incident report or a negative behavior. It is a serious issue such as elopement, drug use or causing injury to property or others.
 - A student reverted to pledge during this transition period will be given a guidebook to complete and must follow the procedure to return to Wolf Pack status as determined by grade level teams and peers.

Changes in Status

“On Hold”

The status of a Wolf Pack member may be placed on hold during a grade level team meeting. If an issue occurs between the weekly meeting that is serious enough to merit a change in status (i.e. elopement or

physical altercation), a Team Leader may be contacted to discuss placing the student on hold without full team approval.

- At the grade level team meeting, staff reviews events of the week, considering the full week, not just one negative incident.
- If the team decides to place a student on hold, the team will notify the Wolf Pack Advisors of the change in status. The student is placed on hold for one week and this change is communicated by the Wolf Pack Advisor.
- If the team feels that 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 holds status, the student then follows the procedure for reinstatement.

Procedure for Reinstatement

- Grade level team agrees students is ready for reinstatement at weekly meeting.
- Team notifies the Wolf Pack Advisor.
- Student comes before the Wolf Pack, takes accountability and receives helpful feedback.
- Following the Wolf Pack meeting, the status is restored.

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



Responsibilities of Status

Responsibilities of a Pledge

When writing a letter to become a pledge, students are committing to our culture and our norms. 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.
- Greet staff, visitors, and peers in a respectful manner.
- Always follow dress code.
- Complete the pledge book within 30 days.

Responsibilities of the Wolf Pack

Students have taken the biggest step in our culture achieved the highest student status. With that status come additional responsibilities. Wolf Pack students are to:

- Show positive leadership in all situations.
- Follow campus dress code at all times.
- Be a positive mentor and lead by example.
- Volunteer on campus and in the community.
- Maintain passing grades.
- Take on a positive leadership role in PAC.
- Speak appropriately – no swearing or staff bashing.
- Follow and honor the five norms.
- Participate in weekly meetings.

Wolf Pack status is a privilege. Academic scores must be passing to maintain Pledge/Wolf Pack status. If a student status is on hold, the student loses privileges and must be reinstated by the grade level team.



Wolf Pack Meetings

Members of the Wolf Pack meet each week, typically following the date of grade level team meetings. The following are covered in meetings:

- **Accountabilities:** Any Wolf Pack member with a negative week will stand and take accountability before the group. Wolf Pack members will provide helpful feedback.
- **Status Changes:** Any status changes decided by grade level teams will be shared and discussed. Students on hold will stand and take accountability and share a goal moving forward.
- **Updates:** Anything from the Wolf Pack advisors that needs to be shared and discussed with the group including upcoming events, member privileges and fund raising.

The Wolf Pack will elect three leadership positions to lead each meeting: President, Secretary and Treasurer. The Wolf Pack Advisors will determine whether these positions should be rotated quarterly through the year.



Restorative Practices: Circles

Circles are used at Randolph Academy to build strong, positive relationships with all members of the school community. **Tier 1 Circles** happen within the classroom and are designed to build the classroom community, helping to meet basic needs such as belonging and caring for others. All students participate in at least two scheduled and specifically designed circles each day: a welcome circle in the morning during homeroom and a PAC circle (Positive Accountability Confronts) at the end of the day in which students take accountability for the strengths and challenges of their day, as well as to set goals for the next day.

Tier 2 Circles occur whenever a conflict arises within the school community. Following a very structured circle script and facilitated by a neutral party, Tier 2 circles are designed to help repair relationships when harm has been done. These circles may be done within the classroom or may be held outside of the classroom in a safe space. The chart below represents some of the typical Tier 2 circles that may occur.

On occasion, relationship building and conflict resolution circles may not be sufficient to address the needs of students who are struggling with the norms or practices of the school. In those instances, the grade level team, counselor or an administrator may recommend a **Tier 3 Circle** be held. Tier 3 circles are facilitated by the district Restorative Practices Coordinator and involve a wider representation of the school community, the students support system including families, outside counselors and/or home district resources. During this circle, the areas which present a challenge are discussed along with the student strengths with the goal of creating a plan to help the student be successful in the future.

Tier 3 Circles may also be used to immediately bring together the school community to repair the harm that might traditionally exclude a student from school, such as property damage, a physical altercation or consistent behaviors that have not responded to other school interventions. On the rare instances that traditional discipline has been implemented, Tier 3 Circles are held to help the student successfully transition back to the school setting with a plan agreed upon by all parties involved. The focus in these circles is to repair the harm as a result of the behaviors and provide the student with a fresh start and a plan of support.

LOCATION	Classroom	Intensive Behavior Classroom (IBC)	Neutral Location
FACILITATOR	Classroom teacher, counselor, teacher aide	Counselor, IBC Staff, Administrator	Counselor, Behavior Staff, Administrator, Staff
TYPICAL ISSUES	Minor classroom disruptions, peer conflicts within the classroom, full classroom issues	Issues that resulted in enrollment	Peer conflicts outside of classroom, cross-classroom peer conflicts, racial/sexual comments

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 (PAC) & restorative 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.

District Priorities: Support Staff

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.

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.

All Staff Priorities

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 (PAC) 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 for schools (TCIS) guidelines for deescalation 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. Our staff and students rely on every member of our team to make our school run efficiently and effectively

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.

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.
- Limit use of personal cell phones to emergencies and breaks.

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



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:

- a) Failing to report conduct by an employee or other agent that a reasonable person should know violates the law, regulation or district policy, and expects would receive consequences consistent with Board Policy and federal and local laws.
- b) Willfully providing false information to the District and/or a third party.
- c) Providing information to the District or a third party that the employee should have known was incorrect.
- d) 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

1. 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 PAC (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, Mid-Winter Break 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 and 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 in the binder 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, as approved by the building principal, and may submit a green sheet for extra pay.

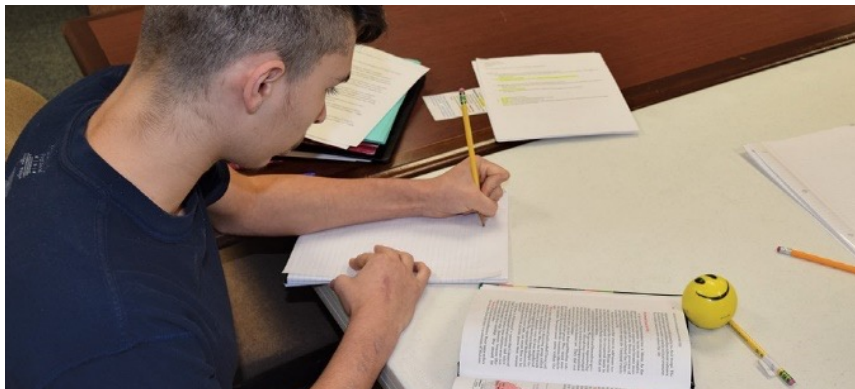
Communication

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 re: Grading

Faculty of middle and high schools will use a course syllabus that must include the standards for learning and measures for documenting student progress toward proficiency within the course. These must be submitted to the building principal by October 1 of each year.

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."

Positive and negative student behavior

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, PAC 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 & 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 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 bodily fluids may occur.

Material Safety Data Sheets (MSDS)

The MSDS book is located on the top shelf of the bookcase 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 designer will monitor and maintain employee training records and advise the Superintendent or designer 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 they are 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. 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. Listen for announcements

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.

Hold In Place: 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. Instruction may continue in the classroom.

Criteria for Calling a Response

If a situation poses imminent harm (e.g., medical emergency, a fight), use the headset to call a “Hold In Place and Responders to Room xxx” for help. Non-compliant, refusal behavior from students is not a reason to initiate a crisis call. A call to behavior intervention staff for help is appropriate.



If you have witnessed a student elopement, the teacher or teacher 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.*



Student Dress Code

Students are expected to dress appropriately at all times. They are also expected to present a clean, well-groomed appearance and appropriately for the weather.

- The purpose of our dress code is to:
 - Promote an overall sense of well being
 - Promote good grooming
 - Promote socially appropriate dress
 - Promote safety and proper hygiene
 - Promote a climate conducive to learning
 - Prepare students for the real world
 - Dress for success School dress code:
 - Shirts need to be solid navy in color. No patterns. Students are only allowed to wear white t-shirts (short or long sleeve) underneath the blue polo shirt.
 - Khaki (tan) pants (NEED TO BE WORN AT WAIST LEVEL)
 - During the warmer months, khaki shorts may be worn, they must be knee length.

The following will be allowed with special permission the principal:

- Combs/picks in hair, sunglasses, backpacks/purses of any size.
- Outside clothing that is worn indoors (including nylon and fleece jackets, windbreakers, etc.)
- Pajamas, nightgowns, boxers, or other clothing used as sleepwear.

The following **will not** be allowed:

- Steel toe boots (any boots worn to school must be left in lockers)
- Purses and book bags (all bags brought into school will be searched)
- Symbols that advocate violence, gang involvement, racism, sexism, cultism, bigotry, drugs, alcohol, tobacco or illegal activity.



Non-Educational Items

Non-educational items pose distractions from learning. We encourage students to leave personal belongings at home.

Randolph Academy reserves the right to require only personal belongings to be secured in the office.

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 discouraged.
- 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.

Behavior

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

- 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.

Buses

Transportation is provided by Day Students' districts, arriving at 8:00 a.m. and departing at 2:25 p.m.

Cafeteria Protocol

- For Breakfast and Lunch: Students immediately take a seat at tables.
- No sitting on the stage steps at the Randolph campus.
- Seating is every other seat.
- 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.
- 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.

Breaks: 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. Breaks may be written into a student's ISSP.

Breaks 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 breaks.

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.

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 or 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 should be checked on a daily basis.



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 class- room 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 30 for further explanations regarding seating and other privileges.

Each campus also has a cafe available to staff. Menus will be posted when available.



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