PARENT HANDBOOK

2024 – 2025

The Parent Handbook contains important information about our school and the policies and procedures you and your child will need for a successful school year.

Please read carefully and if you have any questions about anything contained in this handbook, please contact the school at (631) 929-4300.

Little Flower Union Free School District

2460 North Wading River Road
Wading River NY 11792

(631) 929-4300 Telephone

(631) 929-0303 Facsimile

www.littleflowerufsd.org

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MISSION STATEMENT

The mission of Little Flower UFSD is to meet the individual educational, social and emotional needs of all students. We seek to create a learning environment where our students foster the tenants of respect, responsibility, and self-worth so they can transition back into their community and take pride in their accomplishments.

Sanctuary Model

Little Flower utilizes Sanctuary, a trauma-based model that actively promotes healing through repairing, restoring, and rebuilding of relationships in a safe and caring environment for our staff and those we serve. When an organization makes the commitment to implement Sanctuary, it instructs leaders and community members not only in the treatment of students/clients, but also in creating safer, better-functioning organizations.

SCHOOL HOURS

Student's day begins at 8:50 AM and ends at 2:50 PM.

STUDENT ATTENDANCE

Student attendance is taken in all classes every period.

If a student will not be at school or will be late for school, **please inform the school office.** All students must always be accounted for. **Any absence** from school must be accompanied by a note from parent/guardian upon the student's return to school.

Student attendance is important. Every student is expected to be on time for school and to attend all of their classes.

STUDENT ABSENCES AND EXCUSES

The following reasons for student absences from schools are recognized as valid by the Board of Education:

1. personal illness
2. illness or death in the family
3. impassable roads or weather making travel unsafe
4. religious observance
5. medical issues
6. required court appearances
7. approved college visits
8. or other reasons approved by the Board of Education.

Any other absence is considered unexcused. Each absence must be recorded. It is the parent's responsibility to notify the school office on the morning of the absence and to make sure the student has a note when he/she returns to school.

STUDENT ARRIVAL AND EXIT PROCEDURE
Upon arrival in the morning, day students will enter the building at the north entrance (next to church located on property) and residential students will enter the building through the pool entrance. All students will be scanned and if necessary, unauthorized items will be collected and then proceed directly to their respective classrooms. At dismissal time, all students will remain in their classrooms until called for dismissal.

STUDENT DISMISSAL PRECAUTIONS
If anyone seeks the release from school of a student, he/she must report to the Main Office and present satisfactory identification to the Principal. With prior written approval from the parent/guardian and at the Principal's discretion, students may be released to a person other than a parent/guardian.

SCHOOL DELAYS AND CLOSINGS
In the event of inclement weather, school may be closed, or the starting time may be delayed. The decision to delay or close school will be announced through automated calls via Calling Post as early as possible, and on a crawler for Channel 4 and News 12. Also, the Main Office will attempt to contact you at home to notify you of any school closings or delays.

EVACUATION/FIRE DRILLS - NO TALKING & NO USE OF ELECTRONIC DEVICES (8 required drills per year)
1. At the sound of the alarm, students are to line up at the classroom door and wait for teacher instruction. (Students receive instruction as to proceed as part of classroom orientation.)
2. All window and hall doors are to be closed (not locked) and lights are to be turned off by the last person leaving classrooms and office areas.
3. Students are to walk with their teacher and proceed to the area outside of the building designated by their teacher.   (The designated route for each classroom is posted in each classroom and the school office). Students and adults should go past the cars in the parking lot.
4. Students are to follow all school rules and codes of conduct throughout a fire drill.
5. **SPECIAL NOTE:** No children, visitors, teachers, or other personnel are to remain in the building during a fire drill.
6. When the all clear signal is given for the return to the school building, students are to remain in a group with their teacher and return to the building and their classroom in an orderly and quiet manner.
7. **All students are to return to the classroom from which they exited at the start of the fire drill. This is to ensure accountability for students in the event of an actual emergency.**

LOCKDOWN DRILLS - NO TALKING & NO USE OF ELECTRONIC DEVICES (4 required per year)
1. When you hear lockdown announced, you need to move to the safe area of the room your teacher/staff tells you, out of site of the door.
2. Students in hallway go to the nearest room.
3. Door should be locked and barricaded if necessary.
4. Leave windows, blinds/lights as they are
5. KEPT QUIET, SILENCE CELL PHONES
6. Do not communicate through door or answer room phone
7. Do not respond to PA announcements or fire alarm
8. Stay hidden until physically released by law enforcement personnel

SMOKING POLICY
Smoking in the building or on any of the grounds of the Little Flower UFSD is **NOT** allowed. **This includes E-cigarettes as per new regulations.** Smoking at any time on school property is a violation of public health law. Student smoking in the building or on school property should be reported to the superintendent or the administrator in charge.

STUDENT DRESS CODE
Students are required to attend school in appropriate dress which meets health and safety standards and does not interfere with their education. Appropriate student attire will be determined to be consistent with Little Flower dress codes. No hats, du-rags or hoodies are to be worn in the school building. When student attire is not consistent with the dress code, the Administration will contact the agency administrator on duty to arrange for the student to return to the cottage for an appropriate change. Day students will be afforded the opportunity to change their attire and parent/guardian will be notified of Dress Code violations. Students **MUST** wear sneakers when participating in the Physical Education program.
All dress, grooming and appearance shall:
- Be safe, appropriate and not disrupt or interfere with the educational process
- Include footwear at all times. Footwear that is a safety hazard will not be allowed. No flip flops / slides.
- Not include items that are vulgar, obscene or libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs, and/or encourage other illegal or violent activities
- Recognize that extremely brief revealing garments are not appropriate
- No hats, du-rags or hoodies are to be worn in school building

STUDENT PROPERTY
(Your child should not bring items of value to school, the district is not responsible for personal property)

Personal items belonging to your child which may be a distraction or a target for theft or which may be used as a weapon are prohibited from school. Your child may not **UNDER ANY CIRCUMSTANCES** bring lighters, matches or weapons (which include knives, box cutters or razors of any size or description) to school. Back-packs are permissible **for day students only** and are subject to search and seizure. Money may be brought to school upon approval of the administration for special occasions (bagels, book fairs, etc.) Students who are non-compliant with staff in giving up any of these items are to be reported to an Administrator immediately.

CELL PHONES/ELECTRONICS – NO CELL PHONES OR ELECTRONIC DEVICES ARE ALLOWED IN SCHOOL (The district is not responsible for lost or stolen item)
While we recognize that cell phones and electronic devices such as: tablets, laptops, iPods, portable gaming systems, and the like, are components of "daily life" for children and adolescents, these devices can become a distraction or potentially a safety concern in the school environment. Therefore, they will not be allowed in school.
If brought to school, all students with cell phones or personal electronic devices will be required to give it to staff members upon arrival, to lock it up safely for the day. If there is a persistent problem with safety and non-compliance with any student then, his/her personal device will be confiscated and locked up and only given back by an administrator or given to a parent/guardian or Cottage Supervisor as part of a conference with the Building Administrator.

VISITORS
Persons who are not students or staff **MUST** report immediately to the Main Office when they enter the school building to sign in. Any visitors with permission to be in the building must show a picture ID such as a driver's license and wear a VISITOR'S PASS which is to be returned to the Security Desk or Main Office upon signing out. Student assemblies and concerts are part of the educational program. If you plan to attend, please contact your child's teacher.

Visitors may park in designated spaces in the following parking lots:
1. Behind the school;
2. Behind the Gymnasium; and
3. Adjacent to the Chapel.

Parking is not permitted in any other location. Use of the handicapped parking spaces requires a handicapped license plate or the visible display of a permit. Parking is not permitted in the Fire Zone.

COMMITTEE ON SPECIAL EDUCATION
CSE meetings are held on a regularly scheduled basis for the purpose of developing or updating and Individual Education Plan (IEP) for students. Notice of the meetings is made at least two weeks prior to a scheduled meeting to allow time for the required preparation. The classroom teacher is required to attend CSE meetings with the CSE Chairperson. At the request of Home School Districts, CSE members will attend CSE meetings held at the Home School Districts or will be available for teleconferences.

STUDENT CONFIDENTIALITY
Practices and Procedures to Assure Confidentiality of Student Information:
1. CSE student reports/recommendations are made to the Board of Education with students referred to by number. Student names are redacted out whenever District data is requested;
2. Student health information is maintained by the Infirmary and is disseminated in accord with current legal guidelines which insure the privacy of students;
3. No information regarding students is to be given to the media without releases and administrative approval; and
4. The District maintains a Parents' Bill of Rights for Data Privacy and Security to ensure that all Personally Identifiable Information (PII) used in our student management systems are thoroughly protected pursuant to NYS Education Law §2-d (available on our website).

STUDENT PUBLICATIONS
Students are to have the right to express their views in speech, writing or through any other medium or form as long as the expression occurs in a medium or form which does not violate the rights of others, cause a disruption to the learning environment, or result in the destruction of property.

Any student publication must comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of law and school or agency policies and/or regulation or materials designed to disrupt the educational process are **not** permitted.

Student newspapers and/or publications which are paid for by the School District and/or produced under the direction of a teacher as part of the school curriculum are **not** considered a public forum. In such cases, the staff reserves the right to edit or delete such student material which it feels is inconsistent with the District's basic educational mission.

HOMEWORK
Homework provides opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self initiative on the part of the student. Homework assignments **ARE TO BE COUNTED** toward each student's quarterly grade.

REPORT CARDS/PROGRESS REPORTS
Your child's report card will be handed out at the end of the quarter by the classroom teacher. A copy will also be mailed to parents/guardians. The Honor Roll Committee will hold an assembly to honor those students whose grades are as follows:
  - A grade of 85 and above will be on Honor Roll.
  - A grade of 90 and above will be on High Honor Roll.

10/6   First quarter progress reports
11/9   First quarter marking period ends
11/17   First quarter report cards mailed out

12/8   Second quarter progress reports
1/19   Second quarter marking period ends
1/22   Second quarter report cards mailed out

3/1   Third quarter progress reports
4/12   Third quarter marking period ends
4/19   Third quarter report cards mailed out

5/17   Fourth quarter progress reports
6/14   Fourth quarter marking period ends
6/26   Fourth quarter report cards mailed out

Parents/guardians are urged to visit the school to meet with faculty whenever necessary. Please schedule all such visits in advance. A parent/guardian will be notified at the first indication of any student whose academic grades are in jeopardy of not meeting minimum standards to pass a subject.

STUDENT REVIEW TEAM (SRT)
1. The Student Review Team is an interdisciplinary team consisting of the Principal, Psychologist, Guidance Counselor, Teacher, Caseworker, and other appropriate school/agency personnel.
2. The Student Review Team is a school-based team that has as its focus the needs of the child from an educational perspective. Whenever possible, Agency staff/parents may attend and are encouraged to participate to resolve emotional/behavioral issues impeding a student's educational progress.
3. Meetings will be scheduled by the CSE Chairperson upon receipt of the request.

The SRT process will result in the development of a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

It is understood that physical intervention (restraint) of a student may be necessary in certain crisis situations. In order to ensure the care, welfare, safety and security of both children and supervising adults, all school staff members are to be trained to deal with potentially volatile situations. Annual training will focus both on preventive measures and techniques as well as approved physical interventions techniques that may be used when safety concerns are an issue.

USE OF SCHOOL COMPUTERS
The Board of Education and School District considers computers to be a valuable tool for education and encourages the use of computer-related technology in district classrooms.

Responsibilities of All Computer Users Little Flower UFSD Computer Network
The use of the District's computer resources is a privilege. It is expected that all individuals utilizing the District's computers and networks will undertake responsibility for their actions and words and will, furthermore, respect the rights and privileges of other network users. Users need to familiarize themselves with these responsibilities. Failure to adhere to them may result in the loss of network and/or computer privileges, suspension and possible legal actions.
Exemplary behavior is expected at all times. The following actions are not permitted:

- Sharing your password or account number with anyone
- Using impersonating, anonymity, or pseudonyms
- Leaving your account open and unattended
- Damaging, abusing, or breaking hardware, software, or the network
- Plagiarizing or using copyrighted material without permission
- Using the computers for illegal activities or for commercial gain, for sending, using, or displaying inappropriate language, pictures, or any other type of communication, including profanity, pornography, or inflammatory speech
- Bullying, cyber-bullying, and intimidation
- Disrespecting the rights and property of others
- Improperly accessing, destroying, or misusing files or data of others
- Attempting to work in or modify the Network Operating System (i.e., hacking)
- Exploring or changing any system files
- Intentionally wasting limited resources
- Installing or attempting to install software, which only designated employees are allowed to do
- Use of Email, IM, or Chat by students is strictly prohibited
- Use of Facebook or any other social media in the school building.

Safety from Harassment
Users who feel harassed or threatened by someone on the network should bring the situation to the attention of a teacher or system administrator immediately.

District Responsibilities
While the district uses technological and manual means to regulate access and information on the school computer network, parents should understand that these methods do not provide a foolproof means of enforcing the provisions of the district's policy and regulations. If your child accesses a website deemed inappropriate, disciplinary actions will be enforced.

Additional information and resources on internet safety and cyberbullying can be found on the New York State Education Department website:

http://www.nysed.gov/edtech/internet-safety-and-cyberbullying

HS GRADUATION REQUIREMENTS

Required Courses for HS Grades 9-12 Regents Diploma	Credits	Notes and Comments
English	4	See assessment requirements
Social Studies	4	
Math	3	
Science	3	
World Languages (L.O.T.E.)	1	All students must obtain one HS credit on L.O.T.E. in order to graduate, unless they have an exemption their IEP.
Art/Music	1	
Health	.5	
Physical Education	2	
Sequence/Electives	3.5	
TOTAL	22	

Diploma Type	Available to	Assessment Requirements
Regents	All student populations	**Assessment:** 5 required Regents exams*[1] with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 **Pathway Assessment or** 4 required Regents exams*[1] with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential
Regents (through appeal)	All student populations	**Assessment:** 4 required Regents exams*[1] with a score of **65 or better** and **1 Regents exam** with a score of **60-64** for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows:1 math, 1 science, 1 social studies, ELA and 1 **Pathway Assessment or** 3 required Regents exams a score of **65 or better** and **1 Regents exam** with a score of **60-64** for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows:1 math, 1 science, 1 social studies, ELA and CDOS Commencement Credential
Regents with Honors	All student populations	**Assessment:** 5 required Regents exams*[1] with a computed average score of **90 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 **Pathway Assessment**[*2] or meet all of the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)
Local Diploma	ONLY to students with disabilities	**Assessment:** Score of 55 or higher on 5 Regents exams; two Regents exams may be appealed with scores of 52-54; compensatory option for scores of 45-54 on exams other than ELA or Math for scores of 65 or higher on other exams

Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA) populations	All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning, and working.
Career Development and Occupational Studies (CDOS) Commencement Credential	All students **other than those** who are assessed using the NYS Alternate Assessment (NYSSA)	Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including 54 hours of work-based learning); and has at least 1 completed employability profile; **OR** Student meets criteria for a national work readiness credential **Note:** Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.

LFUFSD HIGH SCHOOL COURSE OFFERINGS

** Other courses may be offered based on student population and need. **

CORE SUBJECT AREAS

Grade	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
9th	English 9	Algebra 1	Living Environment	Global History I
10th	English 10	Intermediate Algebra	Earth Science	Global History II
11th	English 11	Geometry Business Math	Environmental Studies Regents Review	US History & Government Regents Review
12th	English 12 Reading & Writing Regents Review	Math Applications Regents Review	Regents Review	Economics ½ cr. Participation in Govt. ½ cr.

Regents reviews assigned as needed.

SPECIAL SUBJECT AREAS & ELECTIVES

Grade	Business (Computer Teacher)	Art	Family and Consumer Sciences	Technology Education
9th	Computer Skills for the High School Student	Studio in Art	Career & Financial Management ½ credit Consumer Skills ½ credit	Woodworking Technology
10th	Career & Financial Management ½ cr. Consumer Skills ½ cr.	Drawing & Painting I	Clothing Textiles and Designs Cultural Cooking	Advanced Woodworking Advanced Technology Ed II
11th	Business Computing and Applications Word Processing	Sculpture/Ceramics I Drawing & Painting II	Housing and Environment	Residential Structures Advanced Woodworking
12th	Computer Accounting Workplace Essentials Principles of Advertising	Sculpture/Ceramics II	Food and Nutrition Introduction to Culinary Arts	Interior Design and Layout Maintenance Mechanic

Grade	MUSIC	LIBRARY	SPANISH	CDOS WBLE
9th	General Music	Research Based projects	High School Spanish (for LOTE credit)	Little Flower Café
10th	Music Technology 1	Research Based projects	or	Little Flower cafeteria
11th	Music Technology 2	Research Based projects	Exploratory Spanish (for LOTE exempt)	Facilities and Maintenance program
12th	Music Theory	Research Based projects		(non-credit bearing)

Elective offerings are pending enrollment minimums and student course sequencing.

Little Flower UFSD School~Wide Expectations

EXPECTATIONS Write Goals in expectation cell for cottage/parent. Rate in AM and PM.	ALL CLASSROOMS	COMMONS Cafeteria/Recess/Bathroom/Office	TRANSISTIONS Hallways/Arrival/Dismissal/Bus
Give respect	~ Display proper manners ~ Use respectful language and voice tone ~ Respect personal space	~ Display proper dining etiquette ~ Use respectful language and voice tone ~ Keep your space clean ~ Respect personal space ~ Honor the privacy of others ~ Hands, feet and objects to yourself	~ Follow directions ~ Walk and keep to the right ~ Hands, feet and objects to yourself ~ Stay with your class ~ Respect wall displays ~ Go to designated areas ~ Use respectful language and voice tone
Initiate safety	~ Follow all emergency procedures and directions ~ Keep hands feet and objects to yourself ~ Always ask permission before leaving ~ Use materials and equipment appropriately	~ Wash hands upon entering and leaving ~ Wait in line patiently ~ Help keep area clean ~ Keep hands, feet and objects to yourself	~ Walk and keep to the right ~ Follow directions from all staff ~ Go directly to your designated location with appropriate staff ~ Speak in a conversational tone ~ Keep hands, feet and objects to yourself
Achieve success	~ Follow directions ~ Have materials available and ready ~ Work appropriately the entire period	~ Follow all rules ~ Display proper manners ~ Make healthy choices ~ Keep area clean ~ Respect personal space ~ Wash hands with soap	~ Follow directions ~ Go directly to designated location ~ Respect personal space ~ Keep hands, feet and objects to yourself ~ Arrive and depart on time
Nurture responsibility	~ Follow directions ~ Be on time ~ Be prepared ~ Use respectful language and voice tone	~ Follow directions ~ Keep your space clean ~ Hands, feet and objects to yourself ~ Return any equipment you use ~ Use nearest rest room ~ Keep area clean ~ Return to class promptly	~ Follow directions ~ Have belongings with you ~ Go directly to designated location ~ Walk and keep to the right ~ Arrive and depart on time ~ Use respectful language and voice tone
Teamwork	~ Take turns ~ Include others ~ Help each other ~ Be an active listener ~ Use kind words and actions toward each other	~ Take turns - Assist your peers ~ Use respectful language and voice tone ~Use fair play and include all willing participants ~ Respect others and share ~ Keep **YOUR** area clean ~ FLUSH! ~ Be courteous ~ Respect personal space	~ Wait respectfully to be called ~ Stay with your group ~ Follow directions ~ Hold doors for others ~ Use respectful language and voice tone ~ Go to your designated location ~ Help others

Dignity for All Students Act

The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike. Therefore, all members of the school community, including essential partners such as superintendents, school board members, parents, students, teachers, guidance counselors, principals/administrators, support staff and other school personnel have particularly important roles to play in its implementation. Students or a parent of a student who feels that they are a target of discrimination or harassment while on school property by any student/students or employee are encouraged to seek out assistance from whomever they feel most comfortable speaking with. Any staff member who witnesses students being the target of discrimination or harassment or is told of a student being a target of discrimination or harassment must fill out the Little Flower DASA Reporting Form and submit it to the Dignity Act Coordinator. This form is kept in the school's main office.
The Dignity Act Coordinator is Robert Scappatore.
Contact info is: **rscappatore@littleflowerufsd.org**, *(631)-929-4300 x105*

The following is a list of useful definitions provided by the **Dignity for All Students Act**:

School Property	means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).
School Bus	means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).
School Function	means a school sponsored extracurricular event or activity (Education §11[2]).
Disability	means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

Employee	means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).
Sexual Orientation	means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
Gender	means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).
Harassment	means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law §11[7]).

The Dignity Act prohibits discrimination and harassment of students on school property, including at school functions, by any student and/or employee. However, harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyber bullying.

The above excerpt was taken directly from the **Dignity Act Guidance Document**, which explains the course of intervention schools need to explore when working with cases of discrimination and bullying:
http://www.p12.nysed.gov/dignityact/documents/FINALDignityForAllStudentsActGuidanceDec2017.pdf

LITTLE FLOWER UFSD

BEHAVIOR SUPPORT ROOM DEFINITION AND PROCEDURES

(ACCOMPANYING DOCUMENT TO BOARD POLICY 7351)

Introduction and Context

Little Flower UFSD employs a seven-member team comprised of four behavior support team members and three security personnel. The roles of these individuals are defined in the Employee Handbook, updated annually. In summary, this team of professionals exist to support students and staff in ensuring a consistent learning environment for all through the implementation of research-based behavioral supports and interventions. One part of this model of support includes the use of a behavior support room, a multi-purpose location essential to the functioning of the school.

In accordance with 8 NYCRR – Section 200.22(c), Little Flower UFSD maintains records for all uses of time out rooms as noted in the referenced section. However, the term "time out room" itself carries with it a connotation which does not align with our multi-tiered approach to behavior management and support, including our Positive Behavior Intervention and Supports (PBIS) model; our trauma- informed organizational approach known as the Sanctuary Model; our therapeutic support model, Therapeutic Crisis Intervention; and our transformative approach to accountability, Restorative Justice Practices. Thus, this document shall serve as a procedural guide to the behavior support room.

Goals

The goals of the behavior support room are simple:

1. Provide a safe and supportive, temporary therapeutic setting for students to prepare themselves to reenter the learning environment and reengage academically, behaviorally, and social-emotionally;
2. Provide access to staff to support students throughout this process;
3. Assist students in returning to the learning environment within 10 minutes of entry, as appropriate and noted above; and
4. Document all services and supports to inform individual and programmatic decision-making.

Student Self-Referral

The behavior support room is many things to our students. Students may self-refer to the room to take a physical or mental respite when they are feeling stressed or triggered. Students may complete classwork assignments (with faculty approval) when the classroom environment is overstimulating to them. Students may also seek to spend quiet time in the room under the supervision of a behavior support team member, or

may refer themselves for the purpose of seeking counseling or discussion with a team member or their assigned pupil personnel services staff (school) or mental health staff (RTC).

Outcomes from a self-referral may include the student returning to their classroom on their own accord, at the suggestion of a behavior support team member, or after following up with additional support staff. Behavior support may follow up with faculty or staff based on the purpose of the student visit.

Faculty/Staff Request

Students may also be requested to visit the behavior support room by faculty or staff when in a pre-crisis phase and demonstrating behaviors noted in an IEP or BIP as leading to aggressive or disruptive behavior, or when demonstrating aggressive or disruptive behavior. This _does not_ constitute a formal referral requiring an office referral or behavior incident report, and is intended to provide students with the support to return to the learning environment in a quick and seamless manner.

Outcomes from a faculty/staff request may include those from a self-referral, with the addition of a follow-up from behavior support with the requesting faculty/staff to determine which, if any, follow-up supports are necessary for the student.

Faculty/Staff Referral

Students may be referred to the behavior support room by faculty or staff during demonstration of aggressive or disruptive behaviors which is accompanied by an office referral or incident report.

Students shall be accompanied by the referring staff or behavior support may accompany the student from the classroom. Supports will be provided in the behavior support room, with the goal to assist the student in returning to the classroom as quickly as possible without entering crisis.

Outcomes from a faculty/staff referral include those from a faculty/staff request, with the addition of administrative follow-up, Red Flag meeting, inclusion in a Restorative Justice activity, and/or consequences aligned to the Code of Conduct and incident report.

Crisis Intervention

When a student is in crisis and requires immediate intervention by faculty/staff and/or behavior support team personnel, the behavior support may be used as a safe space to implement therapeutic de-escalation strategies or, in the rarest of cases, physical restraints. In this event, the definition of a time out room as per 8 NYCRR – Section 200.22(c) would be met and appropriate documentation as per the regulation would ensue.

Outcomes from a crisis intervention may include a report to Justice Center and/or NYSED, consequence aligned to the Code of Conduct and incident report, referral to counselor and/or RTC mental health staff, or outcomes noted in the faculty/staff referral.

<u>Behavior Support and Whole Child</u>

In all instances, the purpose and goal of the behavior support room is to provide all possible supports to our students in an effort to therapize their behavioral, social-emotional, mental health, and academic needs, and to enable to student to return to the learning environment with a little disruption as possible.

This is achieved through a common understanding of the behavior support room, the role it serves across our multi-tiered support system, and how we can best serve students as a community to ensure we continually meet our vision for the district, *Dedicated to the Education of All Students*.

<u>Dissemination</u>

The behavior support room procedures shall be updated annually as necessary and included in the Parent Handbook, Student Code of Conduct, and intake packets for newly-accepted students.