# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME</td>
<td>4</td>
</tr>
<tr>
<td>DISTRICT INFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>OVERVIEW OF QUEST</td>
<td>6</td>
</tr>
<tr>
<td>PARENT CONTRACT</td>
<td>6</td>
</tr>
<tr>
<td>MULTI-AGE</td>
<td>7</td>
</tr>
<tr>
<td>INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME</td>
<td>8</td>
</tr>
<tr>
<td>INQUIRY AT QUEST</td>
<td>13</td>
</tr>
<tr>
<td>QUEST ORGANIZATION</td>
<td>14</td>
</tr>
<tr>
<td>REPORTING SYSTEM</td>
<td>15</td>
</tr>
<tr>
<td>SPECIAL ACTIVITIES AND EVENTS</td>
<td>16</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>18</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>19</td>
</tr>
<tr>
<td>HEALTH OFFICE</td>
<td>24</td>
</tr>
<tr>
<td>HEALTH SERVICES</td>
<td>26</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>27</td>
</tr>
<tr>
<td>STUDENT SELECTION AND PLACEMENT PROCESS</td>
<td>28</td>
</tr>
<tr>
<td>SPECIAL AREAS OVERVIEW</td>
<td>30</td>
</tr>
<tr>
<td>STUDENT SUPPORT SERVICES</td>
<td>33</td>
</tr>
<tr>
<td>PARENT TEACHER STUDENT ORGANIZATION</td>
<td>37</td>
</tr>
<tr>
<td>HCSD CODE OF CONDUCT</td>
<td>39</td>
</tr>
</tbody>
</table>

Summer 2018
QUEST Families,

Welcome to QUEST. We are thrilled that you have made QUEST your school of choice, and we look forward to an 18-19 school year filled with authentic learning and student-centered partnerships. The research is quite clear: when the school and home work hand-in-hand, the sky is the limit. Thank you for being part of the QUEST team!

This community handbook is meant to serve as your one-stop-shop for QUEST essentials. If you are new to QUEST, or have not had the chance to browse, I would encourage you to peruse the handbook at your leisure. It is our hope that this communication tool will provide you with clarity related to who we are, what we believe, and what you can expect as a QUEST family.

In closing, please know that my door is always open. If there is something that should be considered to improve the usefulness of this handbook, or something that seems unclear, please consider sharing your feedback with the main office.

Go QUEST!

Respectfully,

Derek A. Warren

QUEST Principal
HILTON CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

The Hilton School District is committed to each student's success academically, physically, emotionally, and socially so that they become self-directed, life-long learners who think critically and creatively and function as caring, responsible, productive citizens.

DISTRICT ADMINISTRATORS

Superintendent of Schools: Casey Kosiorek
Assistant Superintendent of Business: Adam Geist
Assistant Superintendent of Human Resources: Scott Massie
Assistant Superintendent for Instruction: Barbara Surash

Director of Learning Support Services: Laura Whitcomb
Committee on Special Education (CSE) Chairperson: Julie Forgione
QUEST Principal: Derek Warren
IB Specialist: Andrea Geglia

2017-2018 HILTON CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION

Nancy Pickering, President
Tom Abbott, Vice President
Michelle Ames
Timothy Gagnon
Mark Hilburger
Russell Byer
Maryanne Chaffee
Julie Norris, District Clerk
Casey Kosiorek, Superintendent

Information on how to reach any of the Board Members is provided in the Hilton Central School District Calendar. School board members are elected to three-year terms and serve without pay.

Board of Education Clerk, Julie Norris
E-mail Address: jnorris@hilton.k12.ny.us
OVERVIEW OF QUEST

WHAT
➢ School of choice providing supportive instruction in multi-age setting, with graded instruction occurring in math
➢ Authorized International Baccalaureate Primary Years Programme

WHEN
➢ Inception September 1994, Grades 2-6
➢ Grew to 400 students, K-6, and moved to West Avenue in September 1998

WHERE
➢ QUEST is located in the West Avenue building of the Hilton CSD

WHO
➢ Teachers who share a common philosophy about child development and learning
➢ Parents who prefer the feel of a smaller school, enjoy taking an active role in their children’s education through volunteerism, supporting school initiatives, maintaining a strong home-school connection, and demonstrate an appreciation for the level of independence a QUEST education inspires
➢ Children who desire to work in a learning environment that encourages inquiry, independence, and responsibility
➢ A heterogeneous population of students representing the district profile who are in grades K-6

WHY
➢ Collaboration enables teachers to differentiate and meet the varied needs of students

HOW
➢ Establish a family environment that encourages and provides opportunities for parents to share in their children’s education
➢ Provide the possibility for all siblings to participate
➢ Allow for flexibility of age combinations, ability, interest, and learning styles
➢ Develop heterogeneous groupings to allow for flexibility in meeting the needs of students and developing the strategies, skills, and habits necessary to extend and expand conceptual knowledge
➢ Base instruction on what the students can successfully do now and develop strategies that will challenge them to increasing levels of competence
➢ Allow for consistency for students from year to year in classroom environments, teacher philosophies, and expectations
➢ Provide a chance for teachers to continue successful practices and explore ways for them to more effectively meet the needs of each student
➢ Provide opportunity for teachers, parents, and students to create individual goals in a three-way conference format
 QUEST PARENT CONTRACT

The QUEST staff developed this contract that serves not only as a symbolic agreement between the school and the parent, but also as a communication tool that reveals our core values and practices. We have renewed our commitment to this effort and include this in the incoming Kindergarten and new student registration process.

I understand that: QUEST is a multi-age school with a common philosophy. After Kindergarten, each classroom consists of children blended together with a range of ages, and the students stay with that teacher for two years (Kindergarten ➔ Primary ➔ Elementary ➔ Intermediate). Consequently, these classrooms represent an environment more reflective of the real world and offer unique opportunities to our students. We view students as individuals with various instructional strengths, needs and levels instead of viewing them through the lens of a single grade. We refer to the students as either younger or older friends within that 2 year span. In their last year at QUEST, students are called graduates or grads. Students in primary, elementary and intermediate levels have math with their same graded peers, with their classroom one year and his/her math teaching partner the other year.

I understand that: QUEST upholds the same high expectations, standards and guidelines set by the Hilton School District. We follow the same curriculum but deliver it differently. We are an authorized International Baccalaureate (IB) Primary Years Programme (PYP). We use an inquiry model to explore and expand upon the concepts and knowledge the state expects, through a more global perspective. Students work to acquire and apply skills as they develop intercultural understanding and respect. They develop characteristics and attitudes as learners and are given the opportunity to reflect and take action as a result of their learning. In addition, all students receive instruction in Spanish. For more information, visit www.ibo.org or contact Andrea Geglia, PYP Coordinator.

I understand that: QUEST has a non-graded reporting system comprising of a 3-way conference and a Portfolio Share; I am expected to attend with my child and support these goals throughout the year. In addition, at the end of the year I will receive a progress report that states to what extent the student is independent for a variety of skills the curriculum demands.

I understand that: Parent involvement is critical to a child’s success in school. QUEST parents are expected and encouraged to be involved in their child’s education in as many ways as possible: by following through on parent actions established at goal setting; by providing educational support at home; by reading and responding to teacher communication; by volunteering in the classroom; by volunteering for special events or projects.

I understand that: QUEST is a partnership between students, teachers, parents, and staff; we are all decision makers. One forum for decision making is the monthly PTSO meetings. To have a voice, I must attend.

I understand that: There are many ways to get information about what is going on at school such as: school and classroom newsletters; the school handbook; parent information meetings held throughout the year; the district and QUEST website; the monthly PTSO meetings; and personal contact with my teacher.

Signed, understood and agreed to by myself and on behalf of my child(ren)
What is multi-age? At QUEST our students are grouped together differently than in other elementary schools in the district. Our model allows us to make instructional decisions that are beneficial to the development of conceptual knowledge and skills that are the foundations of a successful education. Our students have the opportunity to learn with their classroom teachers for a two-year period. Our model develops a strong sense of community in each of our classrooms. Our students feel supported and nurtured in their classrooms.

In 1992, Superintendent of Hilton Schools, Christopher Bogden, charged a group of teachers with the task of researching options for a school of choice in the district. The teachers were intrigued by the research and multi-age education and studied a multitude of publications and visited sites with multi-age classrooms. The founding group had a vision for the type of learning community they hoped to establish.

- Strong relationships and that allowed educators to get to know students and families, ideally for more than the one year a graded school offers.
- Create an environment that more accurately mirrored a family setting, with students of various ages and needs working together throughout the school day.
- Remove grade level barriers so we could see students more as individuals and their unique needs instead of viewing them through the lens of a single grade level.

QUEST Elementary opened in the fall of 1994, and it remains a thriving learning community today. Over the years, adaptations and changes to the original model have occurred to accommodate different needs. The spirit of QUEST still holds true and we continue to strive build a strong sense of community for our students and families.

A multi-age approach to teaching and learning is grounded in the following beliefs:

- Child-centered learning
- Active, creative learning experiences are essential for all children
- Focus on the whole child
- Development of the concept of community
- Many kinds of learning are essential
- Social interactions and discourse support learning
- Continuity of the school setting is beneficial to children
- Teachers are learners, too
- Independence and responsibility are encouraged and supported
- Individual student growth is valued and celebrated
- Diversity is deeply appreciated
In 2003, the Hilton Central School District began investigating the International Baccalaureate Primary Years Programme (PYP). A year later, a team of QUEST teachers attended a PYP Introductory Workshop and shared their enthusiasm with the rest of the faculty. The teachers reported the close alignment that exists between the educational beliefs and practices of IB and QUEST and the strengths that the program would bring to QUEST. The past years have been characterized by intense professional development and collaboration among teachers of the same level as well as the entire faculty. In July 2005, the International Baccalaureate authorized QUEST as a Primary Years Programme school.

The International Baccalaureate is a prestigious organization that aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The Primary Years Programme (PYP) is designed for students of all backgrounds, abilities and needs. The mission of IB states:

**The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.**

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

At the heart of the PYP is a commitment to **guided inquiry** as a vehicle for learning the district and state curricula. Six **organizing themes** help teachers and children explore knowledge in the broadest sense of the word. Teachers and students use **key questions** based on broad learning concepts to structure inquiry-based units of study that address district and state learning standards. Students acquire and apply **transdisciplinary skills** while developing an understanding of concepts that are relevant to them and provide them with a global perspective. Students also learn **Spanish as a second language** beginning in Kindergarten. Finally, PYP offers the students opportunities to **take action** in their home, school, community or world. Often times, the students will ask “What can I do?” or “What is my responsibility?”

The following pages describe the PYP Learner Profile, Attitudes and Transdisciplinary Skills that drive the curricular framework.
The Learner Profile described below is central to our work at QUEST. It represents the aims of PYP, drives the curricular framework and represents the qualities of internationalism that we hope characterize our graduates.

What is an international person? From the PYP’s perspective it is a person with the attributes and dispositions described in the student profile which has been identified.

**INQUIRERS**
Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**KNOWLEDGEABLE**
They have spent time in our schools exploring themes which have global relevance and importance. In doing so, they have acquired in-depth knowledge and develop understanding across a wide range of disciplines.

**THINKERS**
They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

**COMMUNICATORS**
They receive and express ideas and information confidently and creatively in more than one language, including the language of mathematical symbols, and in a variety of modes of communication.

**PRINCIPLED**
They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

**OPEN-MINDED**
They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

**CARING**
They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

**RISK-TAKERS**
They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

**BALANCED**
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**REFLECTIVE**
They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.
ATTITUDES

WHY INCLUDE ATTITUDES AS AN ESSENTIAL ELEMENT?
While recognizing the importance of concepts, knowledge and skills, the PYP believes that these alone do not make an internationally educated person. It is vital that we also focus on the development of positive attitudes towards people, towards the environment and towards learning.

TOLERANCE
feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

RESPECT
respecting themselves, others and the world around them

INTEGRITY
having integrity and a firm sense of fairness and honesty

INDEPENDENCE
thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments

ENTHUSIASM
enjoying learning

EMPATHY
imaginatively projecting themselves into another’s situation, in order to understand his/her thoughts, reasoning and emotions

CURIOSITY
being curious about the nature of learning and of the world, its people and cultures

CREATIVITY
being creative and imaginative in their thinking and in their approach to problems and dilemmas

COOPERATION
cooperating, collaborating, and leading or following as the situation demands

CONFIDENCE
feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices

COMMITMENT
being committed to their learning, persevering and showing self-discipline and responsibility

APPRECIATION
appreciating the wonder and beauty of the world and its people
# PYP Transdisciplinary Skills

## Thinking Skills

<table>
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<tr>
<th>Skill</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Acquisition of knowledge</strong></td>
<td>Gaining specific facts, ideas, vocabulary; remembering in a similar form.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Grasping meaning from material learned; communicating and interpreting learning.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Making use of previously acquired knowledge in practical or new ways.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Combining parts to create wholes; creating, designing, developing and innovating.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Making judgments or decisions based on chosen criteria; standards and conditions.</td>
</tr>
<tr>
<td><strong>Dialectical thought</strong></td>
<td>Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one’s own point of view.</td>
</tr>
<tr>
<td><strong>Metacognition</strong></td>
<td>Analyzing one’s own and others’ thought processes; thinking about how one thinks and how one learns.</td>
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## Social Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Accepting responsibility</strong></td>
<td>Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.</td>
</tr>
<tr>
<td><strong>Respecting others</strong></td>
<td>Listening sensitively to others; making decisions based on fairness and equality; recognizing that others’ beliefs, viewpoints, religions and ideas may differ from one’s own; stating one’s opinion without hurting others.</td>
</tr>
<tr>
<td><strong>Cooperating</strong></td>
<td>Working cooperatively in a group; being courteous to others; sharing materials; taking turns.</td>
</tr>
<tr>
<td><strong>Resolving conflict</strong></td>
<td>Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.</td>
</tr>
<tr>
<td><strong>Group decision-making</strong></td>
<td>Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.</td>
</tr>
<tr>
<td><strong>Adopting a variety of group roles</strong></td>
<td>Understanding what behavior is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.</td>
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## Communication Skills

<table>
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<tr>
<th>Skill</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listening to directions; listening to others; listening to information.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.</td>
</tr>
<tr>
<td><strong>Viewing</strong></td>
<td>Interpreting and analyzing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.</td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td>Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.</td>
</tr>
<tr>
<td><strong>Non-verbal communication</strong></td>
<td>Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.</td>
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### SELF-MANAGEMENT SKILLS

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<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
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<tr>
<td>Gross motor skills</td>
<td>Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.</td>
</tr>
<tr>
<td>Fine motor skills</td>
<td>Exhibiting skills in which precision in delicate muscle systems is required.</td>
</tr>
<tr>
<td>Spatial awareness</td>
<td>Displaying a sensitivity to the position of objects in relation to oneself or each other.</td>
</tr>
<tr>
<td>Organization</td>
<td>Planning and carrying out activities effectively.</td>
</tr>
<tr>
<td>Time management</td>
<td>Using time effectively and appropriately.</td>
</tr>
<tr>
<td>Safety</td>
<td>Engaging in personal behavior that avoids placing oneself or others in danger or at risk.</td>
</tr>
<tr>
<td>Healthy lifestyle</td>
<td>Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practicing appropriate hygiene and self-care.</td>
</tr>
<tr>
<td>Codes of behavior</td>
<td>Knowing and applying appropriate rules or operating procedures of groups of people.</td>
</tr>
<tr>
<td>Informed choices</td>
<td>Selecting an appropriate course of action or behavior based on fact or opinion.</td>
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### RESEARCH SKILLS

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<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Formulating questions</td>
<td>Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.</td>
</tr>
<tr>
<td>Observing</td>
<td>Using all the senses to notice relevant details.</td>
</tr>
<tr>
<td>Planning</td>
<td>Developing a course of action; writing an outline; devising ways of finding out necessary information.</td>
</tr>
<tr>
<td>Collecting data</td>
<td>Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.</td>
</tr>
<tr>
<td>Recording data</td>
<td>Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.</td>
</tr>
<tr>
<td>Organizing data</td>
<td>Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.</td>
</tr>
<tr>
<td>Interpreting data</td>
<td>Drawing conclusions from relationships and patterns that emerge from organized data.</td>
</tr>
<tr>
<td>Presenting research findings</td>
<td>Effectively communicating what has been learned; choosing appropriate media.</td>
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INQUIRY AT QUEST

Inquiry is a cyclical learning process that begins with engagement. Students actively engage in thought, wondering and wandering, pose questions, make generalizations, tackle problems and form hypotheses based upon background knowledge, which may be newly acquired. They then explore, which can include investigating, researching, observing, experimenting and interviewing. Students then create new knowledge. They gain understanding, make connections, synthesize and construct knowledge which allows them to act upon that new knowledge. Reflection is an on-going process that may lead to additional action, new decisions and more wonderings. Thus, the cycle continues.

We believe that inquiry-based learning is important because it allows us to:
- Gain a better understanding of the world
- Promote higher level thinking skills
- Meet a variety of student needs
- Engage and motivate students
- Create independent thinkers as opposed to dependent learners

In an inquiry-based classroom, the teacher is not the presenter of information. The teacher is the facilitator of the process as well as a learner. The teacher creates an environment that supports inquiry, models and encourages questioning, makes resources available, and assists the students in becoming skillful with the inquiry process. The student in an inquiry-based classroom is an independent worker as well as a collaborator. Like the teacher, the student is a thinker, an explorer and a risk-taker. He/she is curious, engaged, motivated and open-minded.

At QUEST, as you move from room to room, from level to level, you will see many similarities and some things unique to individual classes. The curriculum, concepts, skills and strategies will be the same, as well as the roles of the teachers and students. You will notice students working independently, in small groups or whole class. On the other hand, things will be unique due to the students’ background knowledge, experiences and individual learning plans. You may see differences in their resources, questions and presentation of products. Regardless of these variations, it is clear that all rooms are student-centered, engaging and collaborative.
QUEST ORGANIZATION

QUEST is organized into 4 different levels, and we refer to students according to level, instead of the grade they would be in if they attended a traditional school.

**Kindergarten**

**Primary** (6-8 years old)

**Elementary** (8-10 years old)

**Intermediate** (10-12 years old)

For the 2018-2019 school year, the sections are as follows:

- Kindergarten: three sections
- Primary: six sections
- Elementary: six sections
- Intermediate: five sections

After their Kindergarten year, students will continue to remain with a teacher for two consecutive years. After that time, students will be placed into classrooms according to:

- Student strengths and needs
- Classroom heterogeneity
- Social and emotional considerations
- Level of recommended support
- Input from parents, classroom teachers, support specialists and special area teachers
- Family history
- Contractual guidelines for class size

**NEIGHBORHOODS**

The school is physically divided into three neighborhoods: the North Pole, the South Pole and the Equator. Each neighborhood has at least one class from each level so students can get to know kids of all different ages and levels. Each neighborhood has a student-led morning meeting daily, except for Wednesdays, when we meet in the auditorium as an entire school.
REPORTING SYSTEM

HOW IS THE QUEST REPORTING SYSTEM UNIQUE?

QUEST teachers report 3 times per year in a manner that involves the entire family: A 3-Way Conference in the fall, a Portfolio Share Night in February and a report card at the end of the year.

WHY DO WE REPORT ON STUDENTS THIS WAY?

The QUEST Reporting System reflects the philosophy, beliefs and goals of the school. QUEST believes that parents and students should have direct input and responsibility in establishing academic, social and work habit goals and expectations at school. QUEST also believes we must use authentic means of assessment. In addition to the end of year report card, parents gain much insight into their child’s learning through a 3-Way Conference and Portfolio Share.

WHAT IS A 3-WAY CONFERENCE?

At this conference, the student, parents and teacher meet to develop goals for the year. Goals are set in subject areas, based upon transdisciplinary skills, Learner Profile and attitudes. Parents, teacher and student agree upon specific actions they will take to support each goal. The teacher will also present the end of year report card, and explain how the goals relate to the end of year expectations. The completed conference sheet is signed by all. A copy is placed in the cumulative file and the Portfolio.

WHEN DOES THE 3-WAY CONFERENCE TAKE PLACE?

This meeting takes place by the end of November. The teacher will let you know how and when to sign up.

WHAT IS A PORTFOLIO SHARE?

Throughout the year, the students and teachers collect artifacts that are evidence of progress towards the goals set in the fall at the 3-Way Conference. These are placed in the Portfolio. The Literacy Profile with district benchmarks is included as part of your discussion.

On the evening agreed upon, the teacher, parents and student meet at school for the Portfolio Share. An introduction letter, including student reflection, is developed and placed at the beginning of the Portfolio. It helps parents understand the process and contents of the Portfolio Share and the roles and responsibilities of the participants. The student presents the evidence that demonstrates his/her progress towards the goals. Questions to help guide the student and parents are also available. Later, the family meets with the teacher to discuss any questions and/or set new goals. The teacher will also discuss whether the student is meeting, below or exceeding state and district standards.

WHY DOES QUEST HAVE A PORTFOLIO SHARE?

We at QUEST believe that parents should be able to see the progress the student is making, not simply read it. We believe that with the Portfolio, we can ...

- encourage students to be reflective learners throughout their elementary years
- demonstrate growth in the areas of student learning, Learner Profile, attitudes and transdisciplinary skills
- identify strengths, weaknesses and growth over time
As they move through their years at QUEST, the students are also preparing for their graduation year. This important year provides them with the opportunity to demonstrate they have developed into an internationally minded person, using the Learner Profile as a guide. This is revealed through their Exhibition. The students’ careful collection, selection and reflection of work throughout the years in the Portfolio provide them with many skills to be successful during their Exhibition. Therefore, responsibility for the collection, maintenance and explanation of the Portfolio will gradually be released to the student as they grow at QUEST.

**WHEN DOES THE PORTFOLIO SHARE TAKE PLACE?**
The Portfolio Share Nights take place by the end of March. The teacher will let you know how and when to sign up.

**WHAT ABOUT THE PROGRESS REPORT?**
A Progress Report appropriate to the age/level of students is sent home to each family at the culmination of the school year. It is organized according to the transdisciplinary skills. A description of progress towards goals is also included. The Progress Report is sent home with students on the last day of school.

**WHAT HAPPENS IF I WANT MORE INFORMATION ABOUT HOW MY CHILD IS DOING BETWEEN REPORTING TIMES?**

If, at any time, you have question or concerns, please call or email the teacher, so he or she can address these with you.

**SPECIAL ACTIVITIES AND EVENTS AT QUEST**

**Sled Race** Each winter, students work by themselves, in groups or as a whole class to design and build a miniature sled. Students study measurement, laws of physics and other concepts related to building the fastest sled possible. On a day in January or February, the entire school goes outside to watch and cheer for the sleds that have entered the race.

**QUEST Carnival** Each year QUEST has a small carnival in the gymnasium or outside. Each class designs, sets up, and manages game booths. Students are asked to bring canned goods to benefit the Hilton Food Shelf.

**Thanksgiving Feast** Once a year before Thanksgiving break our school celebrates what life was like long ago. Students and classes work to create demonstrations including archery, butter churning, hunting, fishing, tin punching and games. The entire morning is set up outside down by Salmon Creek. After a morning outside, enjoy a feast with their neighborhoods. Each neighborhood cooks a feast for lunch, some food items are even cooked over an open fire.

**Canoe Trip** One Saturday in June, the Intermediate classes and their families gather at Braddock’s Bay Paddle Sports and rent kayaks and canoes. They paddle down Salmon Creek for a picnic in a park.
Science Fun Day QUEST celebrates Science Fun Day in June. All day long, QUEST students travel around the school to learn about science topics that interest them. Many different people are involved. Students, parents, teachers, community members and visiting scientists set up fun and exciting presentations and experiments.

D.A.R.E. & Too Good For Drugs Every other year, police officers from the Sheriff’s department come once a week to work with the Intermediate classes. The D.A.R.E. program is geared to promote students to be drug free by playing games and participating in other activities. Alternating years, students receive information from a certified counselor through the program “Too Good For Drugs.” Students learn how to make healthy choices and how to navigate social situations and pressures that arise in adolescence.

QUEST Exhibition The Exhibition is the culmination of our graduates’ inquiry into a real-life issue. This is a significant event in the life of an International Baccalaureate PYP student, showcasing who he/she has become as a learner and sharing this with the entire community. Graduates engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. It culminates in a celebration of learning that is shared with the wider school and local community.

QUEST Graduation In June, graduates are celebrated and recognized for the learning they have accomplished at QUEST. A special graduation ceremony is planned for our graduates. There are other special events for our graduates such as the Graduate Lock-In.
COMMUNICATION

QUEST is truly a school/family/community partnership. This partnership was instrumental in the research and launching of QUEST and continues to be an integral part of our ongoing development. At QUEST, as in our families, communication is an essential part of how we do what we do. QUEST works hard to give all members many opportunities to be involved and to voice any questions, comments or concerns. The following tools of communication have been created so that your voice can be heard and to keep you informed. We encourage you to use them frequently.

- **CONTACTING THE SCHOOL**: The QUEST Main Office is open for calls each school day from 8am to 4pm. The telephone number is 392-1000, ext. 6100.

- **PHONING TEACHERS**: Each teacher can be reached by phone by dialing 392-1000, plus their extension. Please note that it is strongly suggested that teachers send calls directly to voice mail while instructing. If you need to reach someone immediately, please contact the main office.

- **EMAILING TEACHERS**: Teachers can also be reached by e-mail. Any e-mail address in the Hilton Central School District is written as follows: **first initial of first name immediately followed by last name spelled out@hilton.k12.ny.us** (all in lower case). For example, the nurse, Ann Sanger, is written as **asanger@hilton.k12.ny.us**.

- **CLASS UPDATES**: Classroom teachers communicate on classroom and instructional topics through email updates or newsletters throughout the year. These will come home with your child or via email.

- **MONTHLY SCHOOL-WIDE NEWSLETTER (QUESTIONS & ANSWERS)**: All stakeholders are encouraged to share information about school-related events, classroom “learnings” and other information in the monthly newsletter. This is the best way to know what is going on in our school. The newsletter keeps the school community updated on upcoming events and activities. If you have information that you want to get out to the whole school, please email the editor and building secretary at **hward@hilton.k12.ny.us**.

- **PTSO MEETINGS**: These meetings are held seven times over the course of the school year. The purpose of these meetings is for parents and staff to discuss topics of need or interest and to recommend necessary actions. See the PTSO section of this handbook, or the QUEST newsletters for dates and times.

- **QUEST WEBSITE**: click on QUEST Elementary at the district website **www.hilton.k12.ny.us** to find news, links and more.
GENERAL INFORMATION

SCHOOL DAY
Our schedule for the student day is as follows:

<table>
<thead>
<tr>
<th>Arrival</th>
<th>Instruction begins</th>
<th>Bus Dismissal</th>
<th>Depart</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40 a.m.</td>
<td>8:55 a.m.</td>
<td>3:35 p.m. (11:40 on half days)</td>
<td>3:40 p.m.</td>
</tr>
</tbody>
</table>

If you bring your child to school, please do not arrive before 8:40 a.m. Prior to that time, teachers are often in meetings and are not available to supervise students. Students will be marked tardy if they arrive after 8:55 a.m.

The Youth Assistant at the Security Desk is not available to supervise students either.

For families in need of child care before and/or after school, the Northwest YMCA has a program called SACC, right here at QUEST. The SACC program runs from 7:00 a.m. to 9:00 a.m., and 3:00 p.m. to 6:00 p.m. Children can participate in various activities, including reading, help with homework, physical activities, etc. Any parent interested in this service, please contact the Northwest YMCA (227-3900) for more information.

DISMISSAL PROCEDURES
In the morning and afternoon, we must move approximately 450 students to and from the buses. Our rules are designed to help move our children quickly and safely.

a) Once dismissed, children should NOT return to the classroom. We don’t want to leave anyone behind.

b) Children should WALK at all times. There should be no pushing, shoving, running or walking on the grass.

c) Children are expected to go directly to their bus and not to congregate in and around the doors and entranceways.

d) All children are expected to obey the directions of teachers and the Safety Patrol Monitors.

e) If a child does not have a written note or the school has not received a phone call by 3:15, the child will be put on the bus.

f) Students that are getting picked up will be dismissed at 3:30.

Please see page 23, Health Office, for procedures for parent pick up.

SCHOOL BREAKFAST AND LUNCH
Hilton's district-operated Food Service program offers breakfast and lunch for our students each day. Breakfast is available to all students each morning. Students report directly to the cafeteria after disembarking from the buses. The State and Federal governments subsidize all school breakfasts and lunches. Additional subsidies are available for families who are eligible for the Free and Reduced Price Meals programs. Applications for this program are available in the Counseling Office and must be submitted annually.

You can view more information by going to the district website: www.hilton.k12.ny.us. Click on the link Food Service Website. You will find menus, charge policy, access to the Free/Reduced lunch application and a direct link to myschoolbucks.com.

Myschoolbucks is a service to parents that allows you to manage your child’s school lunch account. You will need your student ID number; if you do not have it you can call the Food Service office at 392-1000 ext. 2151. If the number begins with zero, you may
need to omit the zeros to access your student's information, you will be able to view your child's purchasing information and you can add money to their lunch account.

The prices are
- Lunch $2.75
- Breakfast $1.60
- Milk $0.60

TECHNOLOGY
Our computer technology now enables all classrooms to have connections to the Internet, as well as access in the Library and Computer Lab. All intermediate level students are issued an iPad as part of our one-to-one technology incentive. Use of this learning tool brings with it both rules and responsibilities.

It is impossible to control all materials on a global network, so it becomes the responsibility of school staff, parents and guardians to set and convey the standards that students should follow when using media and information sources. Students require teacher permission and teacher presence when using this means of information exchange. Due to class size and other obligations, teacher presence does not mean "over the shoulder" monitoring, but rather presence in the same room as the computer operator. Any inappropriate use of this technology may result in revision of a student’s access to use it.

QUEST supports and respects each family’s right to decide whether or not to allow their child access to the Internet. However, student access to the District’s computer system will automatically be provided unless the parent/guardian has submitted written notification to the District that such access is not permitted. If you do NOT want your child to have access to the Internet while enrolled as a student in the Hilton Central School District, you should conference with the principal and submit a signed note to Derek Warren, Principal, 225 West Avenue, Hilton, NY 14468 no later than September 15, 2018.

VISITORS
Parking: If you come to QUEST during the day for a visit, conference or special event, please park in the lots provided at the west end of the building. The bus loop must be kept clear at all times for deliveries and emergencies. The Security Desk is located at the main entrance, which is the entrance facing the parking lot. All doors are locked during the school day. Our Youth Assistant, Rob Steinorth, oversees the entry of visitors at the Security Desk.

Pre-Registration: We love having visitors to QUEST but do require pre-registration of visitors. Every visitor during the hours of 7:30am and 4pm must have pre-arranged this visit with the teacher/staff member. In addition, all visitors must have proper photo identification. The staff member will communicate this visit with our Youth Assistant at the Security Desk or her designee. This procedure applies to all visits, including:

- visit your child
- volunteer in the classroom
- talk to a staff member
- have lunch with your child
- attend Wednesday Afternoon Meeting
- attend a Special Event, like the Book Fair or Sled Race

Prior approval of the teacher (or appropriate staff member- not Mr. Steinorth) will eliminate the possibility of being delayed at the desk or denied entry. Visits only to the
pre-approved destination are allowable. Please refrain from drop-in visits to other locations during your visit to QUEST. In the event of an emergency, we need to know who is in our building and where they are. Drop-in visits interrupt the flow of classroom instruction and could compromise the safety of our building.

All visitors should bring identification with them when they visit. While Mr. Steinorth may know you by site, we have other Youth Assistants manning the desk throughout the day.

Our staff is vigilant about communicating with Mr. Steinorth regarding expected visitors. Note: in the case of a non-custodial visitor (grandma, cousin) the parent must be the one to arrange this with the teacher.

VOLUNTEERS

Our classroom teachers rely on parent volunteers for a wide variety of reasons. At QUEST we are fortunate to have parent volunteers assisting in our building on a daily basis. Many of our teachers use online tools, such as “Sign-up Genius” for organizing volunteers in their classrooms. Classroom teachers will provide families with more specific information about their individual volunteer needs and how they would like to organize volunteer visits. Volunteers wear many different hats. For example, some volunteers work directly with students by listening to them read or helping with a special projects like the Sled Race or The Feast. Other volunteers assist by filing paperwork, cutting out decorations, collating copies or other administrative duties that help the teacher stay organized. Effective volunteers are essential members of our community.

Effective volunteers:
- Are interested in helping all students succeed
- Show a warm, friendly attitude
- Work well with others in the school
- Focus on the volunteer work in the school

Responsible volunteers:
- Sign in and sign out at the main entrance
- Wear a visitor’s sticker
- Check in with the teacher and ask how they can help in the classroom
- Respect confidentiality regarding students and school information
- Do not share personal information about students or talk about students outside of school
- Maintain communication with the school personnel

Thank you in advance to everyone who contributes to our school community! Your positive support is deeply appreciated.

CELEBRATING BIRTHDAYS

Students wishing to celebrate their birthdays may bring in only store bought treats to be shared at a time arranged with the classroom teacher. Note: siblings of the birthday child should not leave their own class during instructional time to join the snack.

WALKERS AND BIKE RIDERS

A written permission slip is needed if your child is going to walk and/or ride his/her bike back and forth to school. Children who walk or ride bikes to school are not to arrive before 8:40 a.m. Children who regularly ride the bus must provide written permission from
their parents to walk or ride their bike home. If the children may either walk/ride their bike or ride the bus, this condition should be stated in the permission slip. Otherwise all children will ride their assigned buses all year long.

Walkers and bikers will be dismissed early and will be expected to leave school grounds promptly so that they are clear of buses when they move. Please remember that the state law requires children riding bicycles to wear helmets. The children’s safety is our prime concern.

BUS SERVICE
QUEST has its own busing route. For more details on bus service, please see the section on Transportation in this handbook.

DRILLS AT SCHOOL
In compliance with New York Education Law, all schools are required to run at least twelve (12) FIRE DRILLS during each school year. Eight (8) such drills shall be held between September 1 and December 1 of each year. Lock down drills are also required and will be practiced during the school year.

EMERGENCY CLOSING OF SCHOOL
When inclement weather or any other emergency situation forces the closing of district schools, the information will be communicated by radio and TV broadcast. The decision to close schools in weather-related situations will normally be made no later than 6:30 a.m. When schools are closed for weather conditions, all other activities including sports practices, student activities, Continuing Education and community-related classes and activities are canceled.

CHANGE OF ADDRESS
In order to keep our school records accurate and up to date, please inform the Counseling Office at 392-1000, extension 6102, if your address, telephone number or email is changed or you have any changes in your emergency phone numbers.

PETS
On special occasions, students may seek permission to bring a pet to school. Pets cannot be brought to school without the prior permission of the teacher AND the principal. The principal must also receive a copy of the animal’s shots prior to the visit.

SNOWBALLS
Throwing snowballs anywhere on school property is prohibited.

TRIPS
Throughout the school year, children may take field trips both by bus and walking. In order to reduce the confusion and make it more convenient for both parents and the school, we will ask a parent or guardian to sign one permission slip, which will cover all trips. Parents will be notified via a note/email or agenda each time their child goes on a field trip. Please direct any questions regarding special trips to your child’s teacher.

LOST AND FOUND
There are hooks along the wall of the bus entrance as well as a lost and found box in Health Office for unclaimed articles. Students should inquire at the classroom to seek lost articles or to add any lost items they may have found. Parents may wish to mark clothing, gloves, hats, boots, etc. for easy identification.
STUDENT RECORDS
Parents of a student under age 18 have the right to inspect and review any and all official records, files and data directly related to the student. However, the right of access to the records shall be accompanied by such school personnel as are deemed necessary to explain, evaluate and interpret any matter in the student’s folder.

ATTENDANCE AND SCHOOL WORK
Uninterrupted classroom instruction is the ideal for all of our students. We realize there are times when parents may take vacation trips while school is in session. Make-up work can be requested from classroom teachers. Please keep in mind that students are not always able to take work in progress from the classroom to be completed while away from school. Many projects require collaboration and/or a variety of shared materials. QUEST teachers will supply work upon request, please remember there is no substitute for the experiences that occur within the school day. Upon returning to school, students and parents should develop a plan with the classroom teacher to turn in any missed work. We request that parents assist with the completion of missed school work.

DAMAGED OR LOST BOOKS
Students are responsible for the care of books assigned to them for reading or study as well as books they borrow from the Library Media Center. They need to realize that if they in turn pass those books on to other students, they remain responsible for their care. We make repeated efforts each year to remind students to take good care of their books and to return them. If books are damaged or lost, the student to whom the book is assigned will be charged 50% of the cost of replacing the book whether it is a text or library book, a new book or an old one.

ITEMS NOT ALLOWED IN SCHOOL
In addition to items characterized as weapons in the School Code of Conduct*, the following items are not allowed in school: sneakers with wheels, hats, pretend weapons. These items will be confiscated immediately and a parent will need to arrange to pick up the item from school. *Please refer to the HCSD Code of Conduct, located at the end of this handbook, for more info.

STUDENT ATTIRE
The standards for elementary school dress reflect “common sense” and a concern for each child’s comfort, safety, cleanliness and sense of modesty. There is a strong relationship between neat, appropriate attire and a positive learning environment.

We want our school to be a safe and orderly environment that shows respect for all of our children. Some messages do not contribute to that goal. The school reserves the right to determine whether a student’s attire is within the limits of decency and modesty.

In the event that a child’s attire is unacceptable, we will offer the child three alternatives: (a) the child can turn the item (like a shirt) inside-out, (b) the child can wear something else they have in school or something available from the nurse’s office, or (c) the child can call home to have a parent bring him or her something more appropriate to wear. The principal may allow exceptions for school-wide programs or special classroom activities.

This policy does not preclude individual schools from piloting alternative dress policies or standards with permission from the Superintendent of Schools and the Board of Education after extensive consultation with parents, teachers, and students.
JEWELRY IN PHYSICAL EDUCATION CLASS

We appreciate your support in this effort to keep our students safe in the gymnasium.

- Students are only allowed to wear post earrings during physical education classes.
- All other jewelry (rings, necklaces, ankle bracelets, etc.) are not allowed to be worn during class.
- Students must remove them before coming to class or not wear them on physical education days. PE teachers will not be responsible for student jewelry.

STUDENT DISCIPLINE

QUEST has high expectations for student behavior and attitude. Students are given the opportunity to make age-appropriate, informed choices in a supportive and nurturing environment. However, students learn quickly that there are positive and negative consequences for their decisions socially and academically.

When issues do arise, they are most commonly handled by the classroom teacher unless the issue occurs in PE, Music or Art, in which case it is handled by the special area teacher. Occasionally, due to the nature of the issue, the behavior will be addressed by the Principal (or her designee if she is not available). No matter who handles the situation, we apply a consequence(s) and/or implement strategies to teach (not punish) so as to decrease the likelihood of the behavior occurring again. One of the most frustrating aspects of this process for parents is the level of confidentiality that needs to be in place during these situations; a parent in a class may want to know the specific consequences a student (other than their child) received for a particular behavior. Please note that teachers and administrators are unable to share such information about a student with anyone other than that individual's parent or guardian.
HEALTH OFFICE

ATTENDANCE
Regular attendance is vital for a good education. We encourage you to help your children develop the good work habit of regular attendance.

If your child must be absent, we ask you to call our Health Office 392-1000, either extension 6153 or 6155 and report the reason. Voicemail is available 24 hours a day. Without notification, after three days the absence will be considered an unexcused absence.

All students must be signed in at the Security Desk when late. Arrival at school later than our official starting time of 8:55 a.m. is recorded as a tardy. After signing in at the security desk, the child will be given an admit pass and should report to the Health Office.

If you plan to take your child out of school for vacation, a written excuse should be presented to the teacher and Health Office in advance. These absences are considered illegal absences by the state.

ABSENCES

The State of New York considers the following types of absences legal:
- Sickness
- Sickness or death in family
- Religious observances
- Court
- Health clinics
- Music lessons

COMMUNICABLE DISEASES
Children with the following conditions are not to attend school:
- Chicken Pox
- Regular Measles
- German Measles
- Mumps
- Whooping Cough
- Hepatitis
- Impetigo
- Strep Throat
- Scarlet Fever
- Pink Eye
- Ringworm
- Head or Body Lice

In each instance, please notify the school nurse so accurate records may be kept. Please call Ann Sanger RN, at 392-1000, ext. 6155 if you have any questions or concerns.

EARLY DISMISSAL
If it is necessary for you to have your child released early from school, please send a note with your child in the morning. In the case of an emergency, a telephone call will suffice. Students being picked up early must be picked up prior to 3:15, or parents will need to wait until the first dismissal at 3:30.
Please DO NOT call the classroom and leave a message for the teacher stating you will be picking up your child. Teachers often do not check their messages until after dismissal. You must call the Health Office.

Whenever you are picking up your child you can do so at the Security Desk by the main entrance. Here, you can sign your child out and your child will be sent for.

PICK-UP AT DISMISSAL
Students who are being picked up will be dismissed at the first dismissal message, which occurs at 3:30 pm. For an orderly dismissal, parents should check in at the Security Desk, who will direct you where to wait. Remember,

IF A SIGNED NOTE OR PHONE CALL IS NOT RECEIVED BY 3:15 PM, YOUR CHILD WILL BE PUT ON HIS/HER BUS.

NO PICK-UP REQUESTS
Each year we provide teachers with a confidential alert list of their students whose custodial parents have requested that certain person(s) not be allowed to pick up or have contact with their child. Such a request must be accompanied by legal documentation. Without proper legal documentation in our files (custodial decision from a court of law or an order of protection), we cannot legally prevent a natural parent from picking up a child. When new documents are issued, it is the responsibility of parents or guardians to provide a copy for the school. If you have further questions, please call Mrs. Comden, the counseling secretary, at ext. 6102, or Ms. McCormick, the school counselor, at 392-1000, ext. 6119.

EMERGENCY CONTACT CARD
The first week of school, your child will bring an emergency contact card home. To facilitate contacting a parent in an emergency, please provide the school with emergency phone numbers and names of persons who may be contacted in case you cannot be reached. As this information changes, please notify the Health Office.

EMERGENCY CLOSING CARD—NEED TO UPDATE FOR 2018-19
This card contains emergency closing procedures for your child in the event we must close school during the school day. This card is kept with the classroom teacher in the event of an emergency closing.

HEALTH APPRAISAL
New York State law requires health appraisals on all students in grades K, 1, 3, and 5. This should be done by the family doctor as he/she knows your child best. The physical exam forms are given to each student in the spring so the family M.D. may give exams before September. Health Appraisal slips are to be returned to the Health Office by the first day of school in September. If the health appraisal cannot be completed by the beginning of school, please call 392-1000 ext. 6155, to discuss this with our nurse, Ann Sanger RN.
VISION AND HEARING SCREEN
This is done yearly on all students according to New York State Law. Parents or guardians of any student showing a possible problem will be notified. For his/her protection, we request an examination by a qualified physician regarding the possible impairment.

STUDENT ILLNESS
If a child becomes ill during the school day, the child is brought or comes to the Health Office. If the child needs to be taken home or needs further attention, a parent is contacted. The parent must arrange for transportation to the home or doctor’s office.

MEDICATIONS
At times it is necessary for the school nurse to administer medications to a student. This she will do gladly, but she must comply with the state law and have a written order from the doctor and parent.

The doctor’s request should include the following: medication, dosage to be given, time to be given and his/her signature. The request from the parent merely gives the nurse permission to give the prescription. The medication must be in the original container with label from the pharmacy stating student’s name, name of medication and directions for administering.

For the safety of all children, we require that all medications be delivered to the Health Office by a parent, guardian or other responsible adult.

FIRST AID
The school nurse can provide initial first aid only. Further treatment must be done by a doctor or parent. Accidents or injuries happening at home should be treated at home, not by the school nurse. This is a parental responsibility. Children with rashes, sores, etc. should not be sent to school to be diagnosed by the school nurse. Please call your doctor.
Parents, please read this section on bus procedures very carefully. Your children’s bus ride begins and ends their day (as you well know a good mood sets the right tone for learning). Read the rules and go over them with your children. Help them to understand why the rules were made and help them to appreciate the bus driver’s unique responsibility. Remember, proper behavior insures your children’s safety as well as their happiness.

The buses will cover the District as far as practical within the limitations of time and money, but it will not be possible to give door-to-door service. Buses will stop at assigned stops only.

Bus notices will be sent to each student giving the bus number, bus stop, and approximate arrival at the bus stop.

In compliance with New York State Education Law, three emergency drills shall be practiced on each school bus during the school year.

**RULES AND REGULATIONS**

**Waiting at the Bus Stop:**
1. Help your child to arrive at the assigned bus stop five minutes before the bus is due.
2. Instruct your child in respecting the rights of others while waiting for the bus, i.e., waiting without pushing and fighting, keeping off the lawns and out of flowerbeds, etc.
3. Impress on your child that he/she must stay out of the road while waiting.

**Riding on the Bus:**
1. Children may only ride the buses to which they are assigned. (If an emergency arises, the Transportation Department can make an exception.) **Written permission will be required after you have made arrangements with the Transportation Department.**
2. Children must be seated facing front with their belongings in their lap as quickly as possible. They may read, play quiet games or talk softly.
3. They must keep their lunch boxes closed and refrain from eating on the bus.

At times, a student may have an issue or conflict on the bus. The bus driver may not be aware of this as he/she is driving the bus. If this happens, please alert the driver to the situation. If you have any questions or concerns regarding the bus, you can contact the Transportation Office at ext. 7402. The Director of Transportation is Joe LaMarca.
The school community initiates a public relations campaign to inform parents of incoming K-6 children of their right to choose QUEST for the coming year. Information and applications are sent to all incoming K parents, preschool and day care providers and the Village and Northwood schools. Parents are invited to schedule a tour of the school. We highly recommend families visit the school prior to or immediately following the Information Night. Kindergarten Registration dates are coordinated between the three schools.

**STUDENT SELECTION PROCESS**

**JANUARY 17TH, 2019 AT 6:30 PM**

The New Parent Information Night is scheduled to engage in conversations about the school. This meeting includes an overview of the school and a chance to talk to QUEST students, parents and staff. A tour of the school is strongly suggested during this time period.

**Kindergarten:** A lottery is held to determine student selection if the number of Kindergarten applicants exceeds the number of spots available. The lottery takes into account the same heterogeneous makeup as the other elementary schools in the district. Siblings of students currently enrolled at QUEST are automatically accepted into the school and are not part of the lottery process (*If QUEST has not been made aware of a family’s intent to enroll a sibling prior to the February deadline, we cannot guarantee automatic acceptance). The lottery will also create the waiting list, which is carried over annually. After the lottery has been completed, new applicants are added to the waiting list in the order by which they are received; however, siblings of currently enrolled students have preference. Due to this policy, a student’s “number” or “place” on the waiting list can change.

**Other levels:** As noted previously, the waiting list established during the Kindergarten lottery process is carried over annually. Applicants at other levels are added to the existing waiting list at that particular level. A student’s “number” or “place” on the waiting list can change, due to our policy that siblings of enrolled students have preference. If there is no waiting list at a level, the student will be accepted.

Families who live outside of the Hilton CSD can apply as well; however, the family must pay tuition, transport the student and follow the following guidelines: Out-of-district families may not be part of the lottery system, thereby taking away an enrollment opportunity for a district student. However, if there is no need for a lottery, the family may be accepted. If there is a waiting list, the district students precede the out-of-district student(s). Families moving into the district also precede the out-of-district families on the waiting list when they register on or before June 1st.

Parents of Kindergarten students accepted into QUEST and those placed on the waiting list are notified by mail within two weeks after the application deadline.

As part of the notification process, registration information (district health and family records) is sent home to entering kindergartners attending QUEST. Parents of ALL entering kindergartners must formally register their child. At the QUEST Kindergarten Registration on March 4th and March 5th, parents submit completed registration, hand in required forms and necessary documentation. Parents also have an opportunity to ask any
additional questions about the school. They will also be asked to sign up for Kindergarten Inventory scheduled for May.

All parents of students accepted to QUEST will receive a copy of the school’s monthly newsletter and are encouraged to attend all school functions in the spring and summer.

**PLACEMENT TIMELINE**

Placement information cards (student needs) are distributed to Kindergarten parents at the time of registration. New students in Primary, Elementary and Intermediate levels will receive placement information by mail.

**MAY**
Teachers meet to place into classrooms resulting in balanced classes according to:

- Student strengths and needs
- Classroom heterogeneity
- Social and emotional considerations
- Level of recommended support
- Input from parents, classroom teachers, support specialists and special area teachers
- Family history
- Contractual guidelines for class size

**JUNE**
Placement is completed and families of current students will be notified of their placement for the upcoming year.

**AUGUST**
Families of new and Kindergarten students are formally notified of their child’s placement by mail at the beginning of August.

**NOTE:** Any parents that have placement questions or concerns may call or schedule an appointment with the school counselor. At the conference, parents should bring documentation or information they believe will help explain the need for a change in placement. It is expected that the parent has made every effort to communicate concerns with the classroom teacher prior to this conference. If the issue remains, a letter to the principal and a conference may also be held. A change will be made if there are specific needs that are not addressed in the current setting and there are appropriate openings in other settings. The counselor will share the concerns with the school administrative team and a final determination will be made.
SPECIAL AREAS OVERVIEW:

PHYSICAL EDUCATION

Physical education is one of the most important subjects a child can experience in a daily school program. All of our children participate in a weekly physical education program. Our program stresses the following areas:

- development of gross motor skills, coordination, and health-related physical fitness
- knowledge and skills that allow students to sustain a healthy lifestyle
- safety
- positive social skills and leadership skills that are essential for accomplishing personal and group goals
- IB Attitudes and Learner Profile

Cooperative learning, collaboration, and positive experiences in our physical education classes help our students to acquire healthy life skills and positive attitudes towards themselves and others. Students can also develop skills in other subject areas such as science or health. Our physical education program includes many interdisciplinary connections.

In the interest of safety, we require that Elementary and Intermediate students be prepared for physical education class. All Elementary and Intermediate students must have a shirt and shorts or sweatpants that they can change into for class. Kindergarten and Primary classes will not be required to change.

In addition, sneakers and socks are also required. In some cases, additional attire may be required due to the nature of the content we are teaching. Students will be notified when this happens.

We ask that all students inform their physical education teacher of any illness or injury. In most cases, students that are excused for these reasons will be asked to complete alternative actions that offer no stress to an illness or injury. This way the students can contribute to class in a creative way. If your child needs to be excused from all or partial physical activity for a day or two, please send a note with your child. The child will then need to give this note to the school nurse, and she will give a copy to the physical education staff. If the child needs to be excused for more than one week, a doctor’s excuse is needed.

ART

Self-awareness and independent thinking skills are stressed, in correlation with a district-wide elementary art curriculum which allows for strong interdisciplinary study. History through the arts relates well to classroom inquiry and the students’ growth in conceptual knowledge. Visual communication skills are taught through lessons on techniques, student/teacher sharing demonstrations and class discussion. Parents are always welcome to join us for art at QUEST.

Leadership skills are encouraged through creative thinking exercises and student involvement in the planning for their projects. Responsibility for good work habits and
independent learning are necessary components as our art program further promotes IB Attitudes and the positive qualities of communication, risk-taking, open-mindedness that we project for our graduates’ Learner Profile.

Paint shirts should be brought and stored in Kindergarten; however, they are generally available for all students in the art room. Class discussions and verbal reflections in K and Primary will be enhanced through a variety of resources, assemblies and first-hand discovery. The art program at QUEST interrelates with all levels to encourage cultural art connections to IB planners.

Students in Elementary classes as well as Primary are encouraged to journal their ideas when they and their teacher see a connection to their writer’s notebook. We transition to a sketchbook in the Intermediate grades where art studies and student reflection/evaluations become part of a mini-portfolio. Sketch books are available at the beginning of the year through the art teacher for a small fee.

**MUSIC**

Music classes give students the opportunity to create, describe and perform music in a variety of styles and from a variety of cultures. Students explore music through singing, dancing, and playing instruments (including percussion and recorder) as well as composing and improvising their own music. Every student attends music class twice a week. Students in Elementary and Intermediate classes will need to purchase their own Soprano Recorder (Baroque fingerings). Recorders are sold through the school or can be purchased at any music store.

Instrumental music is available to students for older friends in Elementary and Intermediate students. Currently as many students as possible are accepted into the program. The program consists of one half-hour music lesson during the school day and two before-school band rehearsals per week. Students can rent-to-own brand new or used instruments at very reasonable prices. Students wishing to play tuba, baritone, or French horn can rent school owned instruments for the entire year for only $50. If a student wants to be in the band, we can usually find a way to get an instrument. The band performs two formal concerts each year (in the winter and spring). In addition to these, there are many opportunities to perform in school for assemblies and meetings.

Jazz Band is also offered for students in the intermediate level. Students practice once a week for 35 minutes. Rehearsal takes place during the school day. Students are exposed to playing in a small group ensemble and performing solos with the band. They also study and practice the art of improvising.

Chorus is offered for students in Elementary and Intermediate and rehearses before school two mornings a week. The group is open to any interested student (no audition necessary). The chorus performs two formal concerts a year (in the winter and spring) and also occasionally performs at Wednesday Afternoon Meetings.
The QUEST Library Media Center is an active hub of learning and serves as the information center for the entire school. Our program is designed for today’s Information Age students to become independent and self-guided lifelong learners. Library instruction focuses on the IB Planners as the content for support.

We support students in becoming effective users of resources in a variety of formats including traditional and emerging technologies. In addition, students engage in learning activities in the areas of information retrieval, information management, critical thinking and literature appreciation. Classroom teachers and the school librarian work together to provide opportunities for students to achieve information literacy and foster a lifelong interest in expanding their knowledge.

The library collection has over 15,000 volumes. The library is organized to meet the needs of its Kindergarten through Intermediate patrons. There also is an extensive collection of periodicals for teachers and students as well as videos in various formats. There is a student computer lab for OPAC and internet usage and a laptop cart housing 30 laptops which users may borrow on a daily basis. The QUEST Library Media Center provides Pathfinders to support all POI’s at QUEST and is an electronic gateway to the worldwide web. http://schoolcenter.hilton.k12.ny.us/education/staff/staff.php?sectionid=202

The library staff organizes and manages author visits during the year. They usually do readings of their books and then have signed copies of their book that the children can purchase. Look for notice of these ahead of time in the monthly newsletter.

Parents are also welcome to stop by the Media Center and sign out materials with or without their children. Copies of some district standards on curriculum, and other works, are housed here. Volunteers are always welcome!!!

Student Support Services

QUEST strives to meet the needs of all learners. Our school offers a variety of special services beyond the regular education classroom to meet the special needs of each student. Academic Intervention Services and Special Education services are provided by our Special Education teachers, Language Arts Specialists, Reading Recovery teachers and Math Specialist. They work in the classrooms in an inclusive setting or in the different service centers providing services that address the individual needs of learners.

INSTRUCTIONAL SUPPORT TEAM (IST)

The purpose of the Instructional Support Team (IST) is to assist teachers in identifying and working with students who may exhibit difficulties in the classroom and/or school setting. A child is recommended to Instructional Support Team (IST) by that child’s teacher, who has discussed this option with the parents. The teacher prepares documentation to present to the team. With the teacher, an interdisciplinary team of teachers and appropriate support staff brainstorm ideas and strategies that will promote student success in the classroom.
After the team meets, the teacher will communicate to the parents the recommendations of the team and a timeline for implementation. There will also be a specific person identified who will be responsible for the suggestions, as well as when and how the follow up will occur. The team monitors the effectiveness of these strategies and makes recommendations based on data collected.

COUNSELING
Counseling services are available to every child in QUEST Elementary. A child may be referred for help by any staff member, by his/her parents or a self-referral. The counselor works with home and school to identify the child’s specific academic, social and emotional needs so that his/her program can be adjusted to meet these needs.

Counseling services are available to help provide optimum learning experiences for every child...one in which the child makes continuous progress, meets with a great deal of success, and experiences a high degree of comfort. A counselor is also available to aid parents in finding help for children with learning disabilities and/or emotional problems. The counselor is thus available to:

- Provide short-term guidance and counseling to a parent with specific concerns regarding his/her child’s behavior
- Offer support to children who may be experiencing some specific academic, emotional, or social difficulty
- Meet with small groups of students or parents sharing a common concern
- Arrange and participate in parent-teacher conferences
- Make referrals for further diagnosis

Please call the QUEST Counseling Office at 392-1000, ext. 6102, if you have any concerns about your child’s development, progress or comfort in school. We need your cooperation. There are some things we have no way of knowing unless YOU tell us.

SPECIAL EDUCATION / DISCOVERY CENTER
We would like to take this opportunity to welcome QUEST students and parents to the Discovery Center. The goal of QUEST’s Inclusion Program is to encourage students to develop the ideals of lifelong learning through the development of learning strategies that will facilitate their academic success as well as enhance their motivation and belief in their personal abilities.

In order to encourage students to develop a personal “toolbox” of effective learning strategies, the focus of our program will be on facilitating students’ understanding that learning takes place in many different ways and in many different forms. We will be encouraging students to develop an awareness of multiple intelligences and how they as learners can effectively utilize their unique strengths in order to facilitate their learning and discover success.

ACADEMIC INTERVENTION SERVICES
All students must meet New York State learning standards in order to graduate. At each level along the way, teachers and staff identify students who are at risk for not meeting grade level standards. These students may participate in AIS. AIS takes many forms. Students struggling in ELA may be eligible for:
KINDERGARTEN LAB
Kindergarten students who are in need of added academic support participate in a Reading, Writing and Phonological Awareness lab with the reading specialists and teacher assistants.

READING RECOVERY
The architect of the Reading Recovery program, a nationally-recognized, early intervention reading program, is Marie Clay, a New Zealand child psychologist. She and other researchers set out more than 20 years ago to identify the characteristics of both good readers and good reading instruction.

The program helps identified children of first grade age acquire the skills of a good reader, in part, both by using real literature and by teaching children phonics – the relationships of letters and sounds. At the end of instruction, the child should be reading at the average of his/her class. Anyone interested in observing a Reading Recovery lesson may make arrangements by contacting ext. 7012.

READING AND WRITING CENTER
The QUEST Reading and Writing Center provides reading and writing assessment and assistance for all students. Our goal is to work closely with the child and his/her teacher in providing a comprehensive language arts program. The child will learn reading strategies and skills to help that child be a successful reader and writer.

Support from the Language Arts Specialists can happen in small groups or on an individual basis. This support also involves frequent planning and collaboration with the classroom teacher and ongoing observations and monitoring of students' progress.

If a child is determined to need further reading assistance, the Reading Center proposes a plan for that child. Some first grade age students may be eligible for the Reading Recovery program.

MATH CENTER
The Math Center provides assistance for students struggling in math. Our goal is to work closely with the students and teachers in providing a comprehensive mathematics program. Students will only become successful in mathematics if they see math as a whole and not as isolated skills and facts. The teachers develop their plans to support students in developing conceptual understanding, procedural fluency and problem solving. This support may be in a small or large group setting, in the classroom and/or the Math Center.

REACH
The Hilton Central School District is committed to serving all students at their level of need. The REACH program is a needs-based program designed to provide challenge and enrichment activities for students with exceptional cognitive abilities. A program that meets the needs of bright, capable learners provides practice in the use of skills to build logical, critical and higher level thinking, creative problem solving, cooperative group and leadership skills, study skills and organization. To capitalize on their potential and to be truly effective learners and independent problem solvers, gifted and talented students should consciously work to build these skills. The REACH program at QUEST is a combination of a push-in and a pull-out process. REACH students meet twice a week for approximately 45-60 minutes in the REACH room. Projects and activities are consistently aligned with our IB Programme of Inquiry and are designed to support the acquisition of process skills, thinking skills and social skills that will move students toward self-direction.
and personal efficacy. Specific screening guidelines have been established to identify students whose educational profile indicates a need for a program of this type.

**SPEECH AND LANGUAGE**

QUEST provides speech and language therapists who work individually and in small groups with those students needing remedial help with their speech and language development. Speech development includes sound production, fluency (stuttering) and voice quality. Language development includes receptive and expressive language, word finding skills and language processing strategies. Services are either provided on a pull-out (working in the speech office-pulled out of the class) or a push-in basis (working right in the classroom setting).

Beginning in Kindergarten, students’ speech and language are evaluated to determine if they could benefit from the Speech Improvement Program. After that evaluation and if a particular child is determined to benefit from speech remediation, the therapist will contact the parents and make the proper recommendations.

**PSYCHOLOGIST**

A school psychologist is available three days a week to provide a wide range of services including:

- Consultation with parents and teachers
- In-class counseling activities
- Psychological and educational evaluations
- Individual counseling on a limited basis

Please call the Counseling Office, 392-1000, ext. 6102, if you have any questions.

**OCCUPATIONAL THERAPY**

Occupational therapists will collaborate with teachers and staff in developing strategies and modifications for students to function successfully within the school environment. This does not necessarily always involve direct treatment, as it is not always the most efficient or effective way to assist students. Success can also be achieved through consultation between OT and the staff.

Occupational therapy addresses difficulties with functional tasks such as:
- Functional written communication
- Educational activities (cutting, coloring, using a ruler, manipulatives)
- Life skills (opening containers, putting shoes on, buttoning, eating)

Skills relating to the above functional tasks would include:
- Visual perception
- Fine motor
- Sensory motor (bilateral coordination, sensory, body scheme)
- Visual motor
- Strength

**APPLIED TECHNOLOGY ROOM**

The technology room is located in Room 261. This usually is a very busy place where children do science and math experiments, build things, paint, etc., having fun in the process.
COMPUTER LAB

The computer lab is located in Room 239. There are 25 computers housed here which will allow whole classrooms to work on projects. Classes typically use the computer lab on a regular basis in the afternoons and on a sign-up basis in the mornings. There are also mobile computer lab stations, traveling carts of wireless computers, that can be used anywhere throughout the school.

PTSO AND VOLUNTEERING
(Parent Teacher Student Organization)

Many parents want to be involved in their child’s school. It is this philosophy that QUEST embraces and incorporates in everything we do. Research shows that parent involvement increases student success. For this reason, our volunteer organization is called the PTSO – Parent, Teacher, Student Organization.

We all have a stake in QUEST. This is our school and our voice matters. Everyone is always welcome! We strongly encourage you to become involved whenever and wherever you can; new faces and ideas are energizing! Your involvement is always welcome and appreciated. Information is available on the PTSO website and is updated frequently. The website has much information, including meeting minutes, PTSO bylaws, contact names and numbers, etc. Please check in and see what is going on, especially if you cannot make the meetings.

We encourage you not to wait to be contacted. When you are not sure who is organizing an event, please call the Main Office and they will give you the name and number of that individual. This information is also available on-line, on the QUEST PTSO website.

The PTSO is made up of every parent, teacher, staff and student who wishes to participate in school activities and discussions, by volunteering and attending monthly meetings. The PTSO is guided by a “Steering Committee” of several volunteers, parents and staff whose responsibilities include the planning and facilitating of the monthly parent/teacher/student meetings.

PTSO Meetings
This meeting is an opportunity for parents, teachers, students and staff to celebrate success, discuss issues and make decisions affecting QUEST. If you have a topic you
would like addressed at one of these meetings, please feel free to participate in one of our meetings. **We welcome parent participation in our regularly scheduled meetings.**

**A sampling of PTSO activities at QUEST:**

**QUEST Family Fun Night** The QUEST PTSO supports an evening of family-friendly activities at Merton Williams Middle School. Past fun nights have included swimming, roller skating, pizza, and ice cream.

**Scholastic Book Fair** Every fall and spring the PTSO hosts the Scholastic Book Fair in the QUEST auditorium. The fundraiser promotes literacy and raises money for our PTSO.

**Ice Cream Social** This is a whole school evening event for students and their families. Enjoy ice cream, drop off school supplies and mix and mingle with other QUEST families. A great event!

Contact the volunteer coordinator for details about all the volunteer opportunities at QUEST. Parents will also have an opportunity to see many of the volunteer opportunities that are available to them and ask questions and sign up at the Ice Cream Social.

**The QUEST Community** QUEST prides itself on developing a strong sense of community in our building and in our wider community outside the boundaries of the school building. Our desire is to foster a strong sense of belonging for all of our students. Our teacher and parent volunteers strive to promote a variety of enriching experiences that define the QUEST experience and set us apart as a community of learners. There are many opportunities to participate in these experiences and parent support is always encouraged.
HILTON CENTRAL SCHOOL DISTRICT CODE OF CONDUCT 2018-2019

PLAIN LANGUAGE SUMMARY

The Safe School Against Violence in Education (SAVE) and Section 100.211) of the Regulations of the Commissioner of Education require that each school district adopt a written policy on school conduct and discipline “designed to promote responsible student behavior.” Each year a public hearing is held annually after which the Hilton Board of Education re-authorizes a K-12 Code of Conduct. A copy of the complete Code of Conduct document is available on the Hilton District Web Site https://www.hilton.k12.ny.us and at every school’s main office. The Code of Conduct applies to all students, school personnel, parents and other visitors when on school property or attending any school function.

Roman numeral designations found in this summary correspond to the specific areas of information within the complete Code.

I     PHILOSOPHY STATEMENT

The Board of Education (BOE) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents, and other visitors is essential to achieving this goal. The Board of Education (BOE) recognizes the need to clearly define these expectations for acceptable conduct on school property, outline possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

II    DEFINITIONS

For the purposes of this Plain Language Code of Conduct, the following definitions apply:

Bullying

Bullying means intentional, repeated acts of verbal, physical or written aggression by a peer (or group of peers) operating from a position of strength or power with the goal of hurting the victim physically or damaging status and/or social reputation. (See harassment/bullying below.)

Disruptive Student

“Disruptive Student” means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process, impeding the delivery of a quality education or substantially interferes with the teacher’s authority over the classroom. (NYS Education Law s/s3214(2-a)(b). This behavior may include students who:

- Continuously interfere with the educational process.
- Continuously interfere with the educator’s authority over the school environment.
- Demonstrates a persistent unwillingness to comply with reasonable instructions.

Harassment/bullying: the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law § 11 (8), 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 well-being; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. (Education Law §11[7])
**Controlled Substance:** A drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulation applicable to this policy.

**Cyberbullying:** Harassment/bullying, through any form of electronic communication.

**Hazing:** Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the District by negatively impacting the school environment.

**Illegal Drugs:** A controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substance Act or Federal Law.

**Serious Bodily Harm:** Defined in law to refer to one of the following:
   a) A substantial risk of death.
   b) Extreme physical pain.
   c) Obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or facility.

**Weapon**
A firearm as defined in 18USC s/s921 for purposes of the Gun Free School Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument or substance that can cause physical injury or death when used as a weapon.

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**III RIGHTS & RESPONSIBILITIES**
The Board is committed to safeguarding rights given to all students under state and federal law. In addition to those rights, all students have the right to:

1. A safe, healthy, orderly, and civil school atmosphere;
2. Take part in all District activities on an equal basis regardless of age, race, religion, color, national origin, sex, sexual orientation, gender identity or disability;
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty,
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
5. A school community that is drug and alcohol free (including tobacco products and e-cigarettes).

All District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
2. Be familiar with and abide by all District rules, policies, and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused, and be in class, on time, prepared to learn.
4. Work to the best of their ability in all academic and extra-curricular activities and strive toward their highest level of achievement possible.
5. Comply with directions(s) given by school personnel in a respectful and positive manner.
6. Work to develop self-discipline and effective coping skills to appropriately manage emotions.
7. Where appropriate, work to develop mechanisms to control anger and aggression.
8. Seek help in solving problems before it leads to conflict or discipline.
10. Dress appropriately for school and at school functions.
11. Conduct themselves as representatives of the District when participating in or attending school
    sponsored events, and to hold themselves to the highest standards of conduct, demeanor, and
    sportsmanship.
12. To respect one another and treat others fairly in accordance with the District Code of Conduct and
    the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment
    that is free from intimidation, harassment, or discrimination. To report and encourage others, to
    report any incidents of intimidation, harassment or discrimination.

**IV ESSENTIAL PARTNERS**

Essential partners are stakeholders who have a collaborative responsibility for school safety and
compliance with the Code of Conduct. They include students, parents, staff, building administrators,
superintendent and the Board of Education.

The Board of Education recognizes its obligation to adopt a code of ethics setting forth the standards
required of all Board members, district officers and employees under the provisions of the General
Municipal Law. Therefore, every Board member, officer and employee of the district, whether paid or
unpaid, shall adhere to this code of ethics.

**V STUDENT DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for
school and school functions. Students and their parents have the primary responsibility for acceptable
student dress and appearance as outlined in the Code of Conduct.

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

*For a more in-depth version of the Student Dress Code, please refer to the Code of Conduct found on our
District Website.*

**VI PROHIBITED STUDENT CONDUCT**

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a
way that is viewed as fair and impartial. Therefore, before seeking outside assistance, teachers will first
use all of their resources to create a change of behavior in the classroom except in instances of serious
student misbehavior. When the teacher has made every effort to bring about positive behavioral change,
and has been unsuccessful, the student will be referred to the administration. At that point, the
administration will decide what further action will be taken. Students who break the law, use or possess
illegal drugs, use vulgar language, or exhibit inappropriate behavior will be held accountable not only to
the District disciplinary code but may also be referred to the appropriate law enforcement agencies.

**VII VIOLATIONS OF THE CRIMINAL CODE**

Any student observing a student possessing a weapon, alcohol, or illegal substance (including e-cigarettes
and nicotine) or committing a crime on school property or at a school function shall report this
information immediately to a teacher or administrator who initiates the process to notify parents and
begin disciplinary proceedings.
Violations that constitute a crime may result in contact with appropriate law enforcement.

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**VIII DISCIPLINARY INTERVENTION: PROCEDURES, PENALTIES, AND REFERRALS**

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

**Procedures**

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

- The student’s age.
- The nature of the offense and the circumstances that led to the offense.
- The student’s prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student’s first violation may merit a lighter penalty than subsequent violations. Individual behavior management plans or the severity of an incident may preclude a gradual process.

**Penalties**

- Depending upon the nature of the violation, it is the Board’s desire that student discipline be progressive: i.e. a student’s first violation may merit a lighter penalty than subsequent violations. It is also the Board’s desire that an employee or agent take into account all other relevant factors in determining an appropriate penalty. The penalties may be imposed either alone or in combination.

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

- Disciplinary options that may be imposed for violations of the student disciplinary code range from but are not limited to, a warning, detention, teacher removal of disruptive pupils and short/long term suspension as outlined in the Code of Conduct. It is understood that the District has the authority to assign consequences based on age and grade-level appropriateness and/or individual circumstances.

**Referrals**

- The Principal or the Principal’s designee shall process all referrals for students to counseling and/or social services and/or human service agencies.

- The District may also file a PINS (Person in Need of Supervision) petition in family court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment.

- The District may report a crime committed by a student to appropriate authorities.
IX ALTERNATIVE INSTRUCTION
When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law 3214, the District will take immediate steps to provide alternative means of instruction for the student.

X DISCIPLINE OF STUDENTS WITH DISABILITIES
The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that certain procedural protections apply to students with disabilities whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

XI CORPORAL PUNISHMENT
Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. The district will file all complaints about the use of corporal punishment with the New York State Education Department in accordance with Commissioner’s Regulations.

XII STUDENT SEARCHES AND INTERROGATIONS
The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials must tell the students why they are being questioned. In addition, the Board authorizes the superintendent, building principals/administrators, the school nurse and District security officials to conduct searches and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the District Code of Conduct.

XIII VISITORS TO SCHOOLS
The Board encourages parents and other District citizens to visit the District’s schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning and student safety is of great importance, procedures and limits must be set for such visits, including when and where the visit will take place, verification upon entry and other necessary requirements. The building principal or his or her designee is responsible for all persons in the building and on the grounds.

XIV PUBLIC CONDUCT ON SCHOOL PROPERTY
The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code of Conduct, “public” shall mean all persons when on school property or attending a school function including students, staff, parents and community. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner as outlined in the Code of Conduct.

### XV DISSEMINATION AND REVIEW

The Board will work to ensure that all members of the school community—students, staff and parents are aware of this Code of Conduct by providing copies of a summary of the Code of Conduct at the beginning of each school year. The complete Code of Conduct document is available on the Hilton District website [https://www.hilton.k12.ny.us/district.cfm?subpage=1530](https://www.hilton.k12.ny.us/district.cfm?subpage=1530) and at every school’s main office.

Code of Conduct approved by the Board of Education September 2001