



**Long Lake**  
CENTRAL SCHOOL DISTRICT

# 2023-2024 Student Handbook

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## **Mission Statement**

“Long Lake Central School, with the support of families and communities, will provide a safe and challenging environment which will enable students to achieve academic success and realize their full potential as creative and responsible citizens in the Adirondacks and the wider world.”

## **Alma Mater**

Overlooked by towering mountains  
Stands our Long Lake High  
Looking upward like a fountain  
Shouts her name on high.

Dear old school, we'll love thee ever  
Loud your praises sing;  
Through the vale and o'er the mountains  
Let the echoes ring.



# **District Logo**

*Established 2017*

## **Mountains**

Interpretation of the view of the Seward Mountain Range as seen from the bridge in LL. Celebrates the beauty of the landscape.

## **Buck**

Traditional symbol of school. Represents wisdom, protection and kindness. Also suggests regeneration - antlers grow and fall off every winter and re-grow again - cycle of children going into the school, growing and leaving to live their life.



## **Bears**

Iconic symbol of town. Represents learning, community, family and generations.

## **Shield**

The institution of the school - a long standing cornerstone of the community.

**Long Lake**  
CENTRAL SCHOOL DISTRICT

# District Roster

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## Board of Education

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Mr. Michael Farrell, *President*, [mfarrell@longlakecsd.org](mailto:mfarrell@longlakecsd.org)  
Mrs. Trisha Hosley, *Vice President*, [thosley@longlakecsd.org](mailto:thosley@longlakecsd.org)  
Ms. Tara Murphy, [tmurphy@longlakecsd.org](mailto:tmurphy@longlakecsd.org)  
Mrs. Joan Paula, [jpaula@longlakecsd.org](mailto:jpaula@longlakecsd.org)  
Mr. Paul "PJ" Preuss, [ppreuss@longlakecsd.org](mailto:ppreuss@longlakecsd.org)  
Mrs. Elizabeth Hosley, *Board Clerk*, [ehosley@longlakecsd.org](mailto:ehosley@longlakecsd.org)

## District Office

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Mr. David Snide, *Superintendent and Principal*, [dsnide@longlakecsd.org](mailto:dsnide@longlakecsd.org)  
Mrs. Lynn F. Zaidan, *Secretary to the Superintendent*, [lzaidan@longlakecsd.org](mailto:lzaidan@longlakecsd.org)  
Mrs. Elizabeth Hosley, *District Treasurer*, [ehosley@longlakecsd.org](mailto:ehosley@longlakecsd.org)  
Mrs. Julie Puterko, *Deputy Treasurer*, [jputerko@longlakecsd.org](mailto:jputerko@longlakecsd.org)  
Mr. Jerry Flanagan, *Tax Collector*, [jflannagan@longlakecsd.org](mailto:jflannagan@longlakecsd.org)  
Mr. Joshua Tremblay, *Athletic Coordinator*, [jtremblay@longlakecsd.org](mailto:jtremblay@longlakecsd.org)

## Transportation

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Mrs. Elizabeth Hosley, *District Treasurer*, [ehosley@longlakecsd.org](mailto:ehosley@longlakecsd.org)  
Mr. Eric Hample, *Head Custodian/Bus Driver*, [ehample@longlakecsd.org](mailto:ehample@longlakecsd.org)  
Mr. Joseph Parent, *Custodian/Bus Driver*, [jparent@longlakecsd.org](mailto:jparent@longlakecsd.org)  
Mr. Dustin Traynor, *Custodian/Bus Driver*, [dtraynor@longlakecsd.org](mailto:dtraynor@longlakecsd.org)  
Mr. Chip Farr, *Bus Driver*

## Custodial Staff

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Mr. Eric Hample, *Head Custodian/Bus Driver*, [ehample@longlakecsd.org](mailto:ehample@longlakecsd.org)  
Mr. Joseph Parent, *Custodian/Bus Driver*, [jparent@longlakecsd.org](mailto:jparent@longlakecsd.org)  
Mr. Dustin Traynor, *Custodian/Bus Driver*, [dtraynor@longlakecsd.org](mailto:dtraynor@longlakecsd.org)

## Food Service

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Ms. Tara Cleaveland, *Kitchen Manager*, [tcleaveland@longlakecsd.org](mailto:tcleaveland@longlakecsd.org)  
Mr. William Sandiford, *Kitchen Helper/Cleaner*, [wsandiford@longlakecsd.org](mailto:wsandiford@longlakecsd.org)

## Technology Services

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Mr. Christopher Sass, *Technology Coordinator*, [csass@longlakecsd.org](mailto:csass@longlakecsd.org)

## Faculty

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Mrs. Jaime Bailey-Warren, *Special Education*, [jbaileywarren@longlakecsd.org](mailto:jbaileywarren@longlakecsd.org)  
Mr. Ethan Burns, *Technology Education*, [eburns@longlakecsd.org](mailto:eburns@longlakecsd.org)  
Mr. Aaron Chambers, *Physical Education and Health*, [achambers@longlakecsd.org](mailto:achambers@longlakecsd.org)  
Mrs. Tamara Combs, *7-12 English*, [tcombs@longlakecsd.org](mailto:tcombs@longlakecsd.org)  
Mrs. Nicole Curtin, *7-12 Science*, [ncurtin@longlakecsd.org](mailto:ncurtin@longlakecsd.org)  
Mr. Patrick Curtin, *7-12 Math*, [pcurtin@longlakecsd.org](mailto:pcurtin@longlakecsd.org)  
Mrs. Kristin Delehanty, *Third and Fourth Grade*, [kdelehanty@longlakecsd.org](mailto:kdelehanty@longlakecsd.org)  
Mrs. Lacey Dukett, *Fifth and Sixth Grade*, [ldukett@longlakecsd.org](mailto:ldukett@longlakecsd.org)

Mrs. Kami Farr, *Teaching Assistant*, [kfarr@longlakecsd.org](mailto:kfarr@longlakecsd.org)  
Mrs. Donna Furlong, *3-6 Math*, [dfurlong@longlakecsd.org](mailto:dfurlong@longlakecsd.org)  
Ms. Michele Gannon, *Art*, [mgannon@longlakecsd.org](mailto:mgannon@longlakecsd.org)  
Ms. Ashley Johnson, *School Counselor*, [ajohnson@longlakecsd.org](mailto:ajohnson@longlakecsd.org)  
Mrs. Heather Kilpatrick, *Teaching Assistant*, [hkilpatrick@longlakecsd.org](mailto:hkilpatrick@longlakecsd.org)  
Ms. Elizabeth Noonan, *Pre-Kindergarten and Kindergarten*, [enoonan@longlakecsd.org](mailto:enoonan@longlakecsd.org)  
Mr. Sean O'Shell, *7-12 Social Studies*, [soshell@longlakecsd.org](mailto:soshell@longlakecsd.org)  
Mrs. Carey Pooler, *First and Second Grade*, [cpooler@longlakecsd.org](mailto:cpooler@longlakecsd.org)  
Mr. Christopher Sass, *Music*, [csass@longlakecsd.org](mailto:csass@longlakecsd.org)  
Ms. Molly Stewart, *7-12 Foreign Language*, [mstewart@longlakecsd.org](mailto:mstewart@longlakecsd.org)  
Mrs. Kate Traynor, *Teacher's Aide*, [ktraynor@longlakecsd.org](mailto:ktraynor@longlakecsd.org)  
Mr. Joshua Tremblay, *Library/Media Specialist*, [jtremblay@longlakecsd.org](mailto:jtremblay@longlakecsd.org)





## 2023-2024 School Calendar

BOE Approved: 3/9/23

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6		8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27		29
30						

Summary of School Days	
September: 19	February: 18
October: 21	March: 20
November: 18	April: 17
December: 14	May: 22
January: 20	June: 17
Emergency Days: 4    Total Days: 184	

Dates to Remember	
9/4: Labor Day	3/15: Sup't Conference Day
9/5-6: Sup't Conference Day	3/29-4/5: Spring Recess
9/7: Classes Begin	4/16-17: Grades 3-8 ELA Testing
9/29: Sup't Conference Day	4/30-5/1: Grades 3-8 Math Testing
10/9: Columbus Day	5/27: Memorial Day
11/10: Veterans Day	5/14: Grades 5 & 8 Science Testing
11/22-24: Thanksgiving Recess	6/4, 14-26: Regents Exams
12/22-1/2: Holiday Recess	6/11-13: Local Exams
1/15: Martin Luther King Jr. Day	6/19: Juneteenth
1/22-26: 7-12 Exams (half day 1/26)	6/26: Last Day of School
2/19-23: Winter Recess	6/28: Graduation

Marking Period Dates	
1st Quarter: 9/5/23-11/10/23	
Parent Teacher Conf Day: 11/16/23	
2nd Quarter: 11/13/23-1/26/24	
3rd Quarter: 1/29/24-4/12/24	
Parent Teacher Conf Day: 3/14/24	
4th Quarter: 4/15/24-6/26/24	

Six Day Cycle Rotation	
A Day	D Day
B Day	E Day
C Day	F Day



### 2023-2024 Marking Period & Progress Report Dates

Marking Period	Marking Period Opens	Marking Period Ends	Grades Due	Report Cards Mailed & Posted to SchoolTool
First 9/5/23-11/10/23	Tuesday, November 7	Friday, November 10	<b>Tuesday, November 14</b>	Friday, November 17
Second 11/13/23-1/26/24	Tuesday, January 23	Friday, January 26	<b>Tuesday, January 30</b>	Friday, February 2
Third 1/29/24-4/19/24	Tuesday, April 16	Friday, April 19	<b>Tuesday, April 23</b>	Friday, April 26
Fourth 4/22/24-6/26/24	Tuesday, June 11	Wednesday, June 26	<b>Friday, June 21</b>	Wednesday, June 26

5 Week Progress Reports	Progress Reports Open	5 Week Period Ends	Progress Reports Due	Progress Reports Mailed & Posted to SchoolTool
5 Week - Quarter 1	Tuesday, October 3	Friday, October 6	<b>Tuesday, October 10</b>	Friday, October 13
15 Week - Quarter 2	Tuesday, December 12	Friday, December 15	<b>Tuesday, December 19</b>	Thursday, December 21
25 Week - Quarter 3	Tuesday, March 5	Friday, March 8	<b>Tuesday, March 12</b>	Friday, March 15
35 Week - Quarter 4	Tuesday, May 21	Friday, May 24	<b>Tuesday, May 28</b>	Friday, May 31

\*Grades should be turned in by the end of the day on the due date.

Copies of any parent correspondence sent home for grades K-6 should be filed in the students file in the records office.

Copies of any parent correspondence sent home for grades 7-12 should be filed in the guidance office.

Revised 6/27/23



**Long Lake**  
CENTRAL SCHOOL DISTRICT

## **Daily Bell Schedule**

<b>Pre-Homeroom</b>	7:35 a.m.-7:50 a.m.
<b>Homeroom</b>	7:55 a.m.-8:00 a.m.
<b>Period 1</b>	8 a.m.-8:40 a.m.
<b>Period 2</b>	8:42 a.m.-9:22 a.m.
<b>Period 3</b>	9:24 a.m.-10:04 a.m.
<b>Period 4</b>	10:06 a.m.-10:46 a.m.
<b>Period 5</b>	10:48 a.m.-11:28 a.m.
<b>Period 6</b>	
<i>6A 1/2 Class/Lunch</i>	11:28 a.m.-11:48 a.m.
<i>6A Full Class</i>	11:30 a.m.-12:10 p.m.
<i>6B 1/2 Class/Lunch</i>	12:10 p.m.-12:30 p.m.
<i>6B Full Class</i>	11:50 a.m.-12:30 p.m.
<b>Period 7</b>	12:32 p.m.-1:12 p.m.
<b>Period 8</b>	1:14 p.m.-1:54 p.m.
<b>Period 9</b>	1:56 p.m.-2:36 p.m.



## One Hour Delay Schedule

<b>Pre-Homeroom</b>	8:30 a.m.-8:50 a.m.
<b>Homeroom</b>	8:55 a.m.-9:00 a.m.
<b>Period 1</b>	9:00 a.m.-9:33 a.m.
<b>Period 2</b>	9:35 a.m.-10:08 a.m.
<b>Period 3</b>	10:10 a.m.-10:43 a.m.
<b>Period 4</b>	10:45 a.m.-11:18 a.m.
<b>Period 5</b>	11:20 a.m.-11:53 a.m.
<b>Period 6</b>	
6A 1/2 Class/Lunch	11:55 a.m.-12:15 p.m.
6A Full Class	11:55 a.m.-12:28 p.m.
6B 1/2 Class/Lunch	12:30 p.m.-12:50 p.m.
6B Full Class	12:17 p.m.-12:50 p.m.
<b>Period 7</b>	12:50 p.m.-1:23 p.m.
<b>Period 8</b>	1:25 p.m.-1:58 p.m.
<b>Period 9</b>	2:00 p.m.-2:36 p.m.

\*K-4 will have their lunch at their regular time

\*K-2 P.E. will occur during 7th or 9th period per P.E. Instructor



**Long Lake**  
CENTRAL SCHOOL DISTRICT

## **Two Hour Delay Schedule**

<b>Pre-Homeroom</b>	9:30 a.m.-9:50 a.m.
<b>Homeroom</b>	9:55 a.m.-10:00 a.m.
<b>Period 1</b>	10:00 a.m.-10:27 a.m.
<b>Period 2</b>	10:29 a.m.-10:56 a.m.
<b>Period 3</b>	10:58 a.m.-11:25 a.m.
<b>Period 4</b>	11:27 a.m.-11:54 a.m.
<b>Period 6</b>	
6A 1/2 Class/Lunch	11:54 a.m.-12:14 a.m.
6A Full Class	11:56 a.m.-12:23 p.m.
6B 1/2 Class/Lunch	12:23 p.m.-12:43 p.m.
6B Full Class	11:16 a.m.-12:43 p.m.
<b>Period 5</b>	12:45 p.m.-1:12 p.m.
<b>Period 7</b>	1:14 p.m. - 1:41 p.m.
<b>Period 8</b>	1:43 p.m. - 2:10 p.m.
<b>Period 9</b>	2:12 p.m. - 2:36 p.m.

\*K-4 will have their lunch at their regular time

\*K-2 P.E. will occur during 7th or 9th period per P.E. Instructor

# **General Regulations**

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Doors are open to all students at 7:35 a.m. Students are not allowed at school prior to 7:35 a.m. It is expected that when students arrive at school, they are to enter the building immediately and are not to leave the building prior to the regular dismissal unless they have written permission from the office and follow sign-out procedures. Lobby doors will be locked after busses arrive for safety reasons.

## **For Pre-K through 6<sup>th</sup> grade:**

- Supervision will be provided in the cafeteria from 7:35 a.m. to 8:00 a.m.
- 3-6 grade students can go to their classrooms after 7:50 a.m. when classroom supervision begins.
- Students in Pre-K-2 grade will be picked up from breakfast by their teachers

## **For 7<sup>th</sup>-12<sup>th</sup> grade:**

- Supervision will be provided in the gymnasium or cafeteria from 7:35-7:50 a.m.
- Students are to remain in the gymnasium until 7:50 a.m. unless they have a pass to meet with a teacher.
- High school students are expected to be in their homerooms by 7:55 a.m.

The following guidelines are mandatory during pre-homeroom gym use:

- No food or drink in the gym.
- No basketball or other use of the gymnasium floor. This prevents from creating a mess prior to the school day starting.
- Students need to be seated on the bleachers only.

Direct adult supervision is necessary for all student activities. Students are not to be in the corridors or in any other part of the building before school or after dismissal unless under direct adult supervision. Students who are in a non-supervised area will be assigned to pre-homeroom or after school study hall. The reason for such supervision is due to the school's legal responsibility for the health and safety of pupils. Safe behavior is always expected.

Pupils should not interrupt classes that are in session. All students must have passes to go to any part of the building during class periods. Students wishing to see a teacher during the teacher's planning period must have pre-signed passes. Three (3) unexcused late arrivals for any class or daily attendance will result in detention.

Smoking is prohibited in the building and on school grounds.

# **Attendance Policy**

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School attendance is both a right and a responsibility. The school will maintain a record of attendance, absence, tardiness, or early departure of each student. Absences, tardiness, and early departures will be considered excused or unexcused according to the following standards:

- **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by The Board of Education.
- **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

Attendance shall be taken at the beginning of each day for students in grades PK-12 and at the start of each scheduled period of instruction for students in grades 7-12. Students are expected to attend all scheduled classes.

For each marking period a certain percentage of the student's final grade may be based on classroom participation as well as the student's performance on assignments as determined by the principal and classroom teacher.

At the High School level (Grades 9-12), any student with more than 18 absences in a course (9 absences in a half-year course) may not receive credit for each course involved, be scheduled to repeat the same course, or be retained in the same grade. However, where a student earns a passing grade, credit will not be denied for the course(s). Students who are absent from class are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teachers. Students with excessive absences and/or tardiness may be subject to school suspension, detention, and/or denial of participation in interscholastic and extra-curricular activities. Whenever possible, parents are to advise the school by telephone the reason for a child's absence. A written excuse explaining the cause of absence is required on the day the child returns to school. Tardiness and early dismissal, whether the fault of the child or the parent, may be excused only for the reasons above. A note for the cause is required. Refer to Board of Education Policy #7111 Released Time of Students.

Pupils in the Long Lake Central School District over the compulsory attendance age shall not be dropped from enrollment unless they have been absent 20 consecutive school days. The superintendent shall notify, in writing and at the last known address, both the student and the person in parental relation to the student of a scheduled informal conference. At the conference, the superintendent shall determine the reasons for the absences and whether reasonable changes in the pupil's educational program would encourage re-entry or continuance of study.

*Refer to Board of Education Policy #7110 Comprehensive Student Attendance Policy **Appendix A.***



**Long Lake**  
CENTRAL SCHOOL DISTRICT

Long Lake Central School District  
*2023-2024 Code of Conduct*



# Code of Conduct

---

## Introduction

The Board of Education (“Board”) 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 District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, The Board adopts this Code of Conduct (“Code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

## Definitions

For purposes of this Code, the following definitions apply:

- i. “*Disruptive student*” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.
- ii. “*Parent*” means parent, guardian, or person in parental relation to a student.
- iii. “*School property*” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus or school vehicle, as defined in Vehicle and Traffic Law §142.
- iv. “*School Function*” means a school-sponsored extra-curricular event or activity (Education §11[2]).
- v. “*Weapon*” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu Star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.
- vi. “*School Bus*” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

- vii. “*Disability*” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law § 11[4] and Executive Law § 292[21]).
- viii. “*Employee*” means any person receiving compensation from a school District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§ 11[4] and 1125[3]).
- ix. “*Sexual Orientation*” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law § 11[5]).
- x. “*Gender*” means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law § 11[6]).
- xi. “*Harassment/Bullying*” means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law § 11(8), that:
  - 1. 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
  - 2. Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
  - 3. Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
  - 4. 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.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law § 11[7])
- xii. “*Cyberbullying*” means harassment/bullying, as defined above, through any form of electronic communication. Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to:
  - 1. Race
  - 2. Weight
  - 3. National Origin
  - 4. Ethnic Group
  - 5. Religion
  - 6. Religious Practice
  - 7. Disability

- 8. Sex
- 9. Sexual Orientation
- 10. Gender (which includes a person's actual or perceived sex, as well as gender identity and expression).
- xiii. "*Discrimination*" means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- xiv. "*Emotional harm*" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.
- xv. "*Violent student*" means a student under the age of 21 who:
  - 1. Commits an act of violence upon a school employee or attempts to do so.
  - 2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function or attempts to do so.
  - 3. Possesses, while on school property or at a school function, a weapon.
  - 4. Displays, while on school property or at a school function, what appears to be a weapon.
  - 5. Threatens, while on school property or at a school function, to use a weapon.
  - 6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
  - 7. Knowingly and intentionally damages or destroys school District property.

## **Student Rights and Responsibilities**

### **a. Rights**

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all District students have the right to:

- i. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, ethnic group, religious practice, sex, weight, or disability.
- ii. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- iii. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- iv. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school sponsored event, function, or activity.

## **b. Responsibilities**

All District students have the responsibility to:

- i. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- ii. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
- iii. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- iv. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- v. React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
- vi. Work to develop mechanisms to control their anger.
- vii. Ask questions when they do not understand.
- viii. Seek help in solving problems that might lead to discipline.
- ix. Dress appropriately for school and school functions.
- x. Accept responsibility for their actions.
- xi. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- xii. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity for all Students Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, bullying (cyber bullying) or discrimination. To report and encourage others, to report any incidents of intimidation, harassment, or discrimination to Long Lake Central School Staff.

## **Essential Partners**

### **a. Parents**

All parents are expected to:

- i. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- ii. Send their children to school ready to participate and learn.
- iii. Ensure their children attend school regularly and on time.
- iv. Ensure absences are excused.
- v. Communicate with the attendance officer when their children are absent.
- vi. Insist their children be dressed and groomed in a manner consistent with the Student Dress Code.
- vii. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- viii. Know school rules and help their children understand them.
- ix. Convey to their children a supportive attitude toward education and the District.
- x. Build positive relationships with teachers, other parents, and their children's friends.
- xi. Work with the District to maintain open and respectful communication.
- xii. Help their children deal effectively with peer pressure.
- xiii. Inform school officials of changes in the home situation that may affect student conduct or performance.
- xiv. Provide a place for study and ensure homework assignments are completed.

- xv. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

**b. Teachers**

All District teachers are expected to:

- i. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- ii. Be prepared to teach.
- iii. Demonstrate interest in teaching and concern for student achievement.
- iv. Know school policies and rules and enforce them in a fair and consistent manner.
- v. Communicate to students and parents:
  - 8. Course objectives and requirements
  - 9. Marking/grading procedures
  - 10. Assignment deadlines
  - 11. Expectations for students
  - 12. Classroom discipline plan
- vi. Communicate regularly with students, parents and other teachers concerning growth and achievement.
- vii. Confront issues of discrimination and harassment in any situation that threatens the emotional health, physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- viii. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- ix. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

**c. School Counselor**

- i. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- ii. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, to resolve problems.
- iii. Regularly review with students their educational progress and career plans.
- iv. Provide information to assist students with career planning.
- v. Encourage students to benefit from the curriculum and extracurricular programs.
- vi. Coordinate Intervention Support Services, as needed, with student, parent, building principal and teachers.
- vii. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- viii. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

**d. Expectations for Non-Instructional School Staff**

- i. Follow the Code of Conduct; know, abide by, and enforce school rules in a fair and consistent manner.
- ii. Set a good example for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct.
- iii. Assist in promoting a safe, orderly, and stimulating school environment.
- iv. Maintain confidentiality about all personal information and educational records concerning students and their families.
- v. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- vi. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

**e. Administrator**

- i. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- ii. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- iii. Evaluate on a regular basis all instructional programs. Support the development of and student participation in appropriate extracurricular activities.
- iv. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- v. Review the policies of The Board of Education and state and federal laws relating to school operations and management.
- vi. Inform The Board about educational trends relating to student discipline.
- vii. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- viii. Work on enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- ix. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- x. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

**f. Board of Education**

- i. Collaborate with students, teachers, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
- ii. Adopt and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.

- iii. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
- iv. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

### **Student Dress Code**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall:

- a. Be safe, appropriate, and not disrupt or interfere with the educational process.
- b. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), low cut jeans, mid-riff shirts, muscle shirts, and see-through garments are not appropriate.
- c. Ensure that top and bottom undergarments are completely covered with outer clothing and no abdomen/stomach/back area is showing. Muscle shirts are considered undergarments.
- d. Always include footwear. Footwear that is a safety hazard will not be allowed. Footwear requirements for Technology classes, Science Labs and Physical Education classes will meet health and safety guidelines for those classes.
- e. Not include the wearing of hats in school during school hours except for a medical or religious purpose.
- f. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, ethnic group, religion, sex, weight, or disability.
- g. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
- h. Not include pierced earrings/jewelry during physical education classes and all sports activities.
- i. Not include articles of clothing deemed sleepwear/loungewear including pajamas, slippers, nightshirts, etc. unless approved for a designated school function.
- j. Not include wearing their coats during the school day unless room temperatures warrant it.
- k. Not include wearing of gang related articles of clothing.

Administration shall be responsible for informing all students and their parents of the Student Dress Code at the beginning of the school year and any revisions to the dress code made during the school year.

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

## **Student Conduct**

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

**a. Engage in Conduct that is Disorderly. Examples of Disorderly Conduct Include:**

- i. Running in hallways.
- ii. Making unreasonable noise.
- iii. Verbal threats, using language or gestures that are profane, lewd, vulgar, or abusive.
- iv. Obstructing vehicular or pedestrian traffic.
- v. Engaging in any willful act which disrupts the normal operation of the school community.
- vi. Trespassing. Students are not permitted in the school building without permission from the administrator in charge of the building.
- vii. Computer/electronic communications misuse, including any unauthorized use of cellphones, computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.
- viii. Inappropriate touching, pushing, shoving, slapping, etc.
- ix. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).

**b. Engage in Conduct that is Insubordinate. Examples of Insubordinate Conduct Include:**

- i. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- ii. Lateness for, missing or leaving school without permission.
- iii. Skipping detention/AIS/MASSH.

**c. Engage in Conduct that is Disruptive. Examples of Disruptive Conduct Include:**



- iv. Failing to comply with reasonable directions of teachers, school administrators or other school personnel in charge of students.
  - v. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per the District Code of Conduct.
- d. Engage in Conduct that is violent. Examples of violent conduct include:**
- i. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a student, teacher, administrator, or any other person lawfully on school property or attempting to do so.
  - ii. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
  - iii. Displaying what appears to be a weapon.
  - iv. Threatening to use any weapon.
  - v. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
  - vi. Intentionally damaging or destroying school District property.
  - vii. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical wellbeing.
  - viii. Communication by any means, including oral, written, or electronic (such as through the internet, email, or texting) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property, or results in material or substantial disruption to the educational environment.
- e. Engage in Any Conduct that Endangers the Safety, Health, and Welfare of Others. Examples of Such Include:**
- i. Lying to school personnel.
  - ii. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
  - iii. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
  - iv. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender, or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.
  - v. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect or unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.

- vi. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, “play” fighting, extortion of money, overt teasing, etc.
- vii. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.
- viii. Selling, using, distributing, or possessing obscene material.
- ix. Using vulgar or abusive language, cursing, or swearing.
- x. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
- xi. Possessing, using, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, vaporizers, “vapes”, associating vaping equipment and/ or products, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. “Illegal substances” include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, fentanyl, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs.”
- xii. Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs.
- xiii. Gambling or gaming.
- xiv. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner or inappropriate touching.
- xv. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- xvi. Spitting or the use of other bodily fluids to taunt, insult, or otherwise denigrate another student, staff member or school related personnel is strictly forbidden.
- xvii. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- xviii. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- xix. Possessing, consuming, selling, attempting to sell, distributing, or exchanging “look-alike drugs”; or, possessing or consuming (without authorization), selling, attempting to sell, distributing, or exchanging other substances such as dietary supplements, weight loss pills, etc.
- xx. Violating gender privacy when using school restroom facilities.

**f. Engage in Misconduct While on a School Bus.**

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

**g. Engage in Any Form of Academic Misconduct. Examples of Academic Misconduct Include:**

- i. Plagiarism
- ii. Cheating

- iii. Copying
- iv. Altering records
- v. Assisting another student in any of the above actions. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- vi. Violation of the District Acceptable Use Policy for technology.

**h. Engage in Bullying – Peer Abuse in the Schools.**

The Board is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board shall require the prohibition of bullying – along with the range of possible intervention activities and/or sanctions for such misconduct – to be included in the District Code of Conduct for all grade levels.

For purposes of this policy, the term “bullying” among children is defined, in general, as: “a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful.” Bullying can take three forms:

- i. Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- ii. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- iii. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

The District also prohibits “Internet bullying” (also referred to as “cyberbullying”) including the use of instant messaging, e-mail, web sites, apps, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of District students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute “bullying” (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of

bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at school District sites or activities and/or reporting such behavior to their immediate supervisor. Staff training will be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the District to prevent bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students, and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct as enumerated above and may also be incorporated in employee and student handbooks (See Policy #7552).

### **Reporting Violations**

All students are expected to promptly report violations of the Code of Conduct to a teacher, school counselor or the administrator. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher or the administrator.

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

The Board annually appoints a Dignity Act Coordinator and Civil Rights Compliance Officers (Title IX).

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

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

## **Discipline Penalties, Procedures, and Referrals**

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

Disciplinary action, when necessary, will be firm, fair, and consistent 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 which 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.

### **i. Penalties**

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

- i. Oral warning - any member of the District staff
- ii. Written notification to student and parent - bus driver, hall and lunch monitors, coaches, school counselors, teachers, administrator
- iii. Detention – lead teachers, administrator
- iv. Suspension from transportation - Director of Transportation, administrator (Notify CSE Chairperson if student is classified)
- v. Suspension from athletic participation - coaches, athletic coordinator, administrator
- vi. Suspension from social or extracurricular activities - activity director, administrator
- vii. Suspension of other privileges - administrator
- viii. In-school suspension - administrator
- ix. Removal from classroom by teacher - teachers, administrator
- x. Short term (five days or less) suspension from school- administrator, Board of Education.
- xi. Long term (more than five days) suspension from school- administrator, Board of Education
- xii. Permanent suspension from school- administrator, Board of Education

### **j. Procedures**

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.

Students who are to be given penalties other than an oral warning, written warning with

written notification to the student and their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below:

i. **Detention**

Teachers and the administrator may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified, or a reasonable attempt to notify the parents has been made, and the student has appropriate transportation home following detention.

ii. **Suspension/Removal**

1. **Suspension from Athletic Participation, Extracurricular Activities, and Other Privileges.** A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.
2. **In-school Suspension.** The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, The Board authorizes the administrator to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher, if possible. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.
3. **Teacher disciplinary removal of disruptive students.** A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the administrator's office for the remainder of the class time only; (4) sending a student to a school counselor or other District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the

educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a District-established disciplinary referral form and meet with the administrator as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the referral form. If the administrator is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the administrator prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the administrator must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the administrator to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents. The administrator may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the administrator must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and administrator.

The administrator may overturn the removal of the student from class if the superintendent finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the District's Code of Conduct
- c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The administrator may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the administrator makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continual educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from his or her class. The administrator must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the administrator or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

#### **4. Suspension from school**

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the administrator.

Any staff member may recommend to the administrator that a student be suspended. All staff members must immediately report and refer a violent student to the administrator for a violation of the Code of Conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.



The administrator, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, will gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

- a. **Short-term (5 days or less) Suspension from School.** When the administrator (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the administrator. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the administrator may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the administrator shall promptly advise the parents in writing of his or her decision. The administrator shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the administrator within five business days, unless they can show extraordinary circumstances precluding them from doing so. The administrator shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the administrator’s decision, they must file a written appeal to The Board with the District clerk within 10 business days

of the date of the administrator's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of The Board may be appealed to the Commissioner within 30 days of the decision.

b. **Long-term (more than 5 days) Suspension from School**

When the administrator determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The administrator shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the administrator. The report of the hearing officer shall be advisory only, and the administrator may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 business days of the decision.

c. **Permanent Suspension.** Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

d. **Minimum Periods of Suspension**

i. Students who bring a weapon to school.

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property may be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The administrator has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the administrator may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.
7. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

- ii. Students who commit violent acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, may be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The administrator has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the administrator may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

- iii. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom may be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The administrator has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the administrator may consider the

same factors considered in modifying a one-year suspension for possessing a weapon.

- e. **Suspension from Transportation.** If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the superintendent's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the administrator. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the administrator to discuss the conduct and the penalty involved.

#### k. Referrals

- i. **Counseling:** The Guidance Office shall handle all referrals of students to counseling.
- ii. **PINS Petitions:** The District may 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 by:
  - 5. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
  - 6. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
  - 7. Knowingly and unlawfully possesses an illegal substance in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PIN petition.
- iii. **Juvenile Delinquents or Juvenile Offenders:** The administrator is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
  - 8. Any student under the age of 16 who is found to have brought a weapon to school, or;
  - 9. Any student 14 or 15 years old who qualifies for juvenile offender status under the criminal procedure law §1.20(42).

The administrator is required to refer students aged 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

#### 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.

## **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 students with disabilities enjoy certain procedural protections 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.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### **a. Authorized Suspensions or Removals of Students with Disabilities**

#### **i. For Purposes of this Section of the Code of Conduct, the Following Definitions Apply:**

1. A “suspension” means a suspension pursuant to Education Law §3214.
2. A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses risk of harm to him/herself or others.
3. An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current Individualized Education Program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

### **b. School Personnel May Order the Suspension or Removal of a Student with a Disability from His or Her Current Educational Placement as Follows:**

- i. The Board, the District BOCES Superintendent of Schools or Administrator may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- ii. The administrator may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the administrator determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

- iii. The administrator may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement.
- iv. The administrator may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
  - 1. “Weapon” means the same as “dangerous weapon” under 18 U.S.C. §930(g) (w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.
  - 2. “Controlled substance” means a drug or other substance identified in 27 certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
  - 3. “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a school health care provider or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
- v. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

**c. Change of Placement Rule**

- i. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
  - 1. for more than 10 consecutive school days; or
  - 2. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- ii. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.

**d. Special Rules Regarding the Suspension or Removal of Students with Disabilities**

- i. The District’s Committee on Special Education will:
  - 1. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral

interventions plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or 28 controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

2. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- ii. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, will have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
    1. The administrator or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
    2. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
      - a. Conducted an individual evaluation and determined that the student is not a student with a disability or;
      - b. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in 29 comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Administrator hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be divided into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into the code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that the school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

**e. Expedited Due Process Hearing**

- i. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
  1. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.



2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
  - a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
  - b. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
  - c. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

**f. Referral to Law Enforcement and Judicial Authorities**

In accordance with the provisions of IDEA and its implementing regulations:

- i. The District may report a crime committed by a child with a disability to appropriate authorities and such action will not constitute a change of the student's placement.
- ii. The administrator shall ensure that copies of the Special Education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

**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.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

- a. Protect oneself, another student, teacher, or any person from physical injury.
- b. Protect the property of the school or others.
- c. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers, and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

## **Student Searches and Interrogations**

The Board 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 will tell all students why they are being questioned.

In addition, the Board authorizes the administrator, the school health care provider and District security officials to conduct searches of students and their belongings, including motor vehicles on school property, if the authorized school official has reasonable suspicions to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District Code or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

### **a. Student Lockers, Desks, and Other School Storage Places**

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

### **b. Strip Searches**

A strip search is a search that requires a student to remove any or all his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the students or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause - not simply reasonable cause - to believe the student is concealing evidence of a violation of law or the District Code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, and the need for such a search. School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone

**c. Documents of Searches**

The authorized school official conducting the search shall be responsible for promptly recording the following information about the search:

- i. Name, age, and grade of student searched.
- ii. Reasons for the search.
- iii. Name of any informant(s).
- iv. Purpose of search (that is, what item(s) were being sought).
- v. Type and scope of search.
- vi. Person conducting search and his or her title and position.
- vii. Witnesses, if any, to the search.
- viii. Time and location of search.
- ix. Results of search (that is, what item(s) were found).
- x. Disposition of items found.
- xi. Time, manner, and results of parental notification. The administrator shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student.

The administrator will clearly label each item taken from the student and retain control of the item(s), until the items are turned over to the police. The administrator shall be responsible for personally delivering dangerous or illegal items to police authorities.

**d. Police Involvement in Searches and Interrogations of Students**

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- i. A search or an arrest warrant; or
- ii. Probable cause to believe a crime has been committed on school property or at a school function; or
- iii. Been invited by school officials.

Before police officials are permitted to question or search any student, the administrator shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The

administrator will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- iv. They must be informed of their legal rights.
- v. They may remain silent if they so desire.
- vi. They may request the presence of an attorney

### **Child Protective Services**

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to the administrator. The administrator will set the time and place of the interview. The administrator shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the Child Protective Services worker to verify the allegations, the school health care provider or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a Child Protective Services worker or school District official of the opposite sex.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

### **Visitors to the School**

The Board encourages parents and other District citizens to visit the District's school and classrooms to observe the work of students, teachers, and other staff. Since schools are a place of work and learning, certain limits must be set for such visits. The administrator is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- a. Anyone who is not a regular staff member or student at the school will be considered a visitor.
- b. All visitors to the school must report to the main office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be always worn while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building and signing out.
- c. Visitors attending school functions that are open to the public, such as parent/teacher organization meetings or public gatherings, are not required to register.

- d. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum. Registration is still required at the main office upon arrival.
- e. Teachers are expected not to take class time to discuss individual matters with visitors.
- f. Any unauthorized person on school property will be reported to the administrator. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- g. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

## **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 an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” will mean all persons when on school property or attending a school function including students, teachers, and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function will conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

### **a. Prohibited Conduct**

No Person, either alone or with others will:

- i. Intentionally injure any person or threaten to do so.
- ii. Intentionally damage, including graffiti or arson, or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property.
- iii. Disrupt the orderly conduct of classes, school programs or other school activities.
- iv. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- v. Intimidate, harass, or discriminate against any person based on race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- vi. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- vii. Obstruct the free movement of any person in any place to which this code applies.
- viii. Violate the traffic laws, parking regulations or other restrictions on vehicles.
- ix. Smoke or vape on school property, possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- x. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- xi. Loiter on or about school property.
- xii. Gamble on school property or at a school function.

- xiii. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- xiv. Willfully incite others to commit any of the acts prohibited by this code.
- xv. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.
- xvi.

## **b. Penalties**

Persons who violate this code will be subject to the following penalties:

- Visitors' authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75 shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described in subdivisions above shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

## **c. Enforcement**

The administrator will be responsible for enforcing the conduct required by this code. When the administrator sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the administrator shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The administrator shall also warn the individual of the consequences for failing to stop.

If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the administrator shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District will initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

## **Dissemination and Review**

### **a. Dissemination of Code of Conduct**

The Board will work to ensure that the community is aware of this code of conduct by:

- i. Posting the Code of Conduct on the school website.
- ii. Instructing the students how to find the Code of Conduct and discussing the Code of Conduct with the students.

- iii. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption
- iv. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- v. Making copies of the code available for review by students, parents, and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The administrator may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in- service programs pertaining to the management and discipline of students.

The Board will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

**Please refer to the following Board of Education Policies:**

#3420- Non-Discrimination and Anti-Harassment in the School District

#6120- Equal Employment Opportunity

#6121- Sexual Harassment of District Personnel

#7550- Dignity for All Students Act

#7551- Sexual Harassment of Students

#7620- Students with Disabilities Participating in School District Programs

#7621- Section 504 of the Rehabilitation Act of 1973

#8130- Equal Educational Opportunities

#8220- Career and Technical (Occupational) Education

# **Student Athlete Code of Conduct**

## **SPORTS RULES, TRAINING RULES AND TEAM POLICIES**

As athletes representing the school and community of Long Lake, all players on all teams are expected to follow the Code of Conduct and agree to follow the training rules outlined below:

- a. Players are expected to be present and on time for each practice. Tardy or absent players can affect playing time in practices or games. Players that are not able to attend a practice are to notify the coach in person and in advance.
- b. Players are expected to attend school following a game day.
- c. Players that are unable to attend a full day of school due to illness will be restricted from game play or practice on that day.
- d. Players are expected to practice and play to the best of their abilities.
- e. Players are expected to maintain their personal equipment and school uniform throughout the season. Players are responsible for lost or damaged school uniforms.
- f. Players are expected to be in an area of direct supervision of their coach.
- g. Smoking, vaping, drinking and drug use will not be tolerated on or off school grounds. As athletes, players are expected to abstain from these habits for training and role model purposes. Violations of this policy discovered by **faculty or staff members, coaches, Board of Education members, or law enforcement officers** will be dealt with immediately.

Depending on the violation, consequences are as follows:

- i. **1st violation** = suspension from the game following the incident, mandatory meeting with athletic coordinator and/or coach, parent, and student.
- ii. **2nd and subsequent violations** = five-week suspension from school athletic activity per violation, and mandatory meeting with coach, parent, student, athletic coordinator, and superintendent/principal. (This will carry over to the next sport season.)
- h. For home games, players are to be dressed, stretched and ready to play ½ hour before game time.
- i. For away games, players are to be on the bus five minutes before departure. The bus will leave promptly at the announced times.
- j. Injuries of any description are to be reported to the coach as soon as possible (within 24 hours). Should an injury require treatment from a doctor or hospital, players need to present a written release before they are allowed to practice or play again. The Board of Education provides accident insurance for all students. The district insurance will cover, for an accident at school, only what a student's personal insurance does not cover.
- k. The coach will determine playing time according to a player's participation in practice, skill level, physical fitness, willingness to win and sportsmanship. Arguing with the coach, the officials or players/coaches of the opposing team is considered unsportsmanlike and will be dealt with quickly.

## **ATHLETIC TRIPS**

- a. Students are to always comply with the requests of chaperones. Failure to do so may forfeit a student's rights to future trips.
- b. Students are to stay in designated seats during the game. Non-players are not to go on the gym floor or playing field at any time when at games.
- c. Students and players are to go directly to the school when leaving the bus and directly from the building to the bus after the game.
- d. Students are not to smoke at any time on a school trip.
- e. All players and managers are expected to travel to and from away practices and games by school bus unless riding with a parent. Spectators riding the bus are also to come home on the



bus unless riding with parents. Parents must notify the chaperone or coach, in advance, by having a parent note signed off on by the Superintendent.

- f. Students are expected to dress properly and show good sportsmanship by their conduct.
- g. Spectator buses will depend on the number of students wishing to go and the availability of chaperone(s). All spectators must have permission notes and medical release forms signed by parents and must sign up for the bus in advance
- h. The District Code of Conduct is in full effect for athletic trips.

### **BUS BEHAVIOR (ALSO REFER TO STUDENT HANDBOOK)**

The school district routinely operates two bus routes each morning and afternoon. Bus transportation is also furnished for some after school sports practices and events, away games and a multitude of field trips. Students PK-12 will be required to have a bus note from parents if they want to be dropped off at any location other than home. While on the school bus, students are expected to conduct themselves in an appropriate, well-behaved manner. The following rules are posted on each school bus:

- a. Follow driver's directions.
- b. Respect other's rights and property.
- c. Speak in a normal volume.
- d. Walk to and from your seat.
- e. Remain seated and facing forward.

Discipline problems on the bus should be immediately brought to the attention of the bus driver. Consequences of unacceptable behavior may vary from an initial reprimand from the driver to a seating assignment, to a Superintendent's referral and suspension of bus riding privileges. Also refer to the Code of Conduct.

### **SPECTATORS**

Long Lake Central School considers all sports games as extensions of the physical education program and makes the teaching of good sportsmanship an important part of the program. We require spectators to adhere to certain sportsmanlike behavior, including:

- a. No screaming, yelling or other distracting noise during the shooting of foul shots, or comparable moments in an athletic event.
- b. No stamping on or kicking of the bleachers by cheerleaders and/or spectators.
- c. No one, except for players, cheerleaders, officials, and coaches, is allowed on the gym floor or the field during and between games.
- d. No noisemakers or unusually distracting devices are to be used during the games.
- e. All students are to remain in the building during the evening's events (basketball games, plays, performances, etc.). Students leaving the building will not be permitted to return unless accompanied by a parent, guardian, or staff member.
- f. No smoking, vaping or other drug or alcohol use is allowed on school grounds.

# **General Guidelines**

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The Long Lake Central School District does not discriminate on the basis of sex, sexual orientation, age, marital status, military status, political affiliation, race, creed or religion, color, national origin, or use of a recognized guide dog, hearing dog or service dog, or disability in the employment and educational opportunities it offers, including career and technical educational opportunities as required by Title IX of the 1972 Educational Amendments and Section 504 of the Rehabilitation Act of 1973.

Students at the Long Lake Central School District are protected from discrimination in the following areas:

- Admission to schools
- Access to enrollment in courses
- Access to and use of school facilities
- Counseling and guidance materials, tests, and practices
- Career and technical education
- Physical education
- Competitive athletics
- Graduation requirements
- Student rules, regulations, and benefits
- Treatment as a married and/or pregnant student
- Financial assistance
- Health services
- School-sponsored extracurricular activities
- Most other aids, benefits, or services

## **GRIEVANCE PROCESS**

Any student suspecting discrimination based on sex, sexual orientation, age, marital status, military status, political affiliation, race, creed or religion, color, national origin, disability, or use of a recognized guide dog, hearing dog or service dog may make a claim of discrimination. This claim or grievance is filed with the administrator, who will assist with the grievance process if necessary. The following information should be included on the grievance:

1. The exact nature of the grievance - actions, policies, or practices believed to be discriminatory and any person believed to be responsible.
2. The date, time, and place of the alleged discriminatory action(s).
3. The names of witnesses or persons who have knowledge about the grievance.
4. Any available written documentation or evidence that is relevant to the grievance.
5. The actions that could be taken to correct the grievance.

The administrator shall cause a review of the grievance to be conducted (including necessary meetings and interviews) and a written response mailed to the complainant within ten school days after receipt of the complaint.

If it is agreed that discrimination occurred, corrective action will be taken to restore denied rights. If there is not agreement, a written appeal may be submitted to the Board indicating the reasons for disagreement. The Board shall consider the appeal at its next regularly scheduled meeting following receipt of the appeal.

A complaint of illegal discrimination may also be filed with the Federal Office for Civil Rights, United States Department of Education.

## **PROHIBITION OF RETALIATORY BEHAVIOR (COMMONLY KNOWN AS "WHISTLE-BLOWER" PROTECTION)**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Follow-up inquiries shall be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination complaint have not suffered retaliation.

*Refer to Board of Education Policy #7550 Dignity for all Students Act **Appendix B**.*

## **ACADEMIC PERFORMANCE AND EXTRACURRICULAR ACTIVITIES**

The primary function of our school centers on student class work, effort, and achievement. Academics come first. If a student is failing one or more subjects at any five-week marking period:

1. The student will be enrolled in Mandatory After School Study Hall for the following five weeks and must attend on the weeks that they are assigned by their teachers. Please see the MASSH guidelines below.
2. The student will meet with their teacher(s) for an academic review.
3. Students/Athletes involved in sports programs will abide by the school's eligibility rules.

Student/athletes must remain current on all homework assignments. Every Friday morning teachers will report to the athletic coordinator those students/athletes who are deficient in their homework at the end of the school day on Thursday. Those students/athletes will be suspended from playing in games or scrimmages during the following week. If a student athlete is failing more than one subject, they will be ineligible until they are failing one or less subjects. **Any student/athlete academically ineligible for three consecutive weeks will be suspended from athletic participation for the remainder of the season.**

## **MANDATORY AFTER SCHOOL STUDY HALL (MASSH)**

Mandatory After School Study Hall (MASSH) will take place during the regularly scheduled After School Study Hall (ASSH) time block for 7th-12th grade students. After School Study Hall takes place Monday through Thursday from 2:45 p.m. - 3:30 p.m. It is a quiet period in which students are expected to come prepared to focus on their studies. The daily sign-up is in the Main Office and students must sign-up before 2 p.m. and indicate if bus transportation is needed after study hall. Students will still be allowed to sign-up voluntarily for ASSH, however MASSH will be for students that fall in Tier 2 or Tier 3, as outlined below, and therefore their attendance to ASSH will be mandated. The "Restricted List" is formulated every five weeks and includes any students who are failing (below a 65) a class. If a student is placed on the "Restricted List" they have limited privileges during their study hall time and will be referred to MASSH. The "Restricted List" will refresh based on five week and quarterly reports. Students are required to attend MASSH until progress reports or report cards are generated, and therefore includes the week following the end of the 5-week mark or the end of the marking period. For example, the first quarter will end on a Friday, and therefore teachers collect assignments from students for that quarter up until Friday. They submit their grades for the quarter the following week, and therefore the report cards are not generated until the end of that week. Any questions regarding this duration should be directed to the School Counselor or Superintendent.

Students may be assigned to MASSH by a classroom teacher, school counselor, coach, principal, or parent. If assigned, students must attend before participating in scheduled sports or school activities. In this instance the student may have a passing grade in the class, but risk receiving a failing grade and/or are behind on class assignments/homework/tests/quizzes and/or have exceeded the maximum allowance of absences from class and therefore need to work on credit recovery.

It is the student's responsibility to write the days that they will be attending MASSH in their planner. If they do not attend MASSH on an assigned day, they will receive consequences for their absence. It is important to note that if the students meet with their teachers by Thursday afternoon, they have a choice in what day they stay the next week and can therefore make it work within their schedule. These meetings must take place for the duration of the five-week marking period.

**Tier 1: NO MASSH ATTENDANCE:** *The student is attending and passing all their classes and is current on all their assignments so there is no need for MASSH.*

**Tier 2: MASSH ATTENDANCE DETERMINED WEEK-BY-WEEK:** *The student is failing one or more subjects at the time that five week and quarterly reports are issued during the school year. The student and teacher will meet to review the student's grades and what is needed for them to make sufficient progress. During this meeting, the teacher will review what is needed for the student to improve their grade. From that point on the student will need to initiate a weekly in-person meeting with the teacher before 2 p.m. on Thursday to follow-up on their progress. During that weekly meeting, the teacher will review progress with the student and let the student know if they are required to stay for MASSH the following week. If the teacher has deemed MASSH to be a requirement for the following week, the student will have the choice of what day they will stay. If the teacher has determined that the student has made sufficient progress, they will be excused from MASSH the following week. However, the weekly meeting will still need to take place until the next five week or quarterly report is issued. The teacher will sign off on this decision and will notify the student during the meeting, as well as the school counselor, principal, ASSH teachers, and the parents following the meeting.*

If the student neglects to initiate weekly meetings with the teacher, they are automatically classified as Tier 3 and will be required to attend MASSH the following week and the teacher will determine the day they are assigned.

**Tier 3: MASSH ATTENDANCE REQUIRED:** *The student does not initiate a weekly meeting with the teacher and/or is deemed by the teacher to need support for sufficient progress to be made and/or is assigned by a teacher, school counselor, coach, principal, or parent due to the risk of receiving a failing grade and/or has excessive absences and/or incomplete class assignments, homework, labs, tests/quizzes. The student is required to attend MASSH. The student will be notified by the teacher, counselor, coach, or principal that they are required to attend.*

**Consequences:** *If a student moves to Tier 3 and fails to attend their assigned MASSH dates, they will be referred to the principal. The following progressive consequences will ensue:*

1. For the first offense, the student will meet with the principal and be given a warning and the opportunity to schedule a makeup date by talking with the teacher who assigned them to MASSH.
2. If the student neglects to schedule a makeup date, the principal will assign a day for the student to make-up the unexcused MASSH absence.
3. If the student neglects to attend the assigned makeup date or has another unexcused absence, the principal will assign the make-up date for the unexcused absence as well as a detention to take place from 3:30 p.m. - 4:30 p.m. on the same day as the makeup for MASSH.

*If a student continues to demonstrate insubordination further discipline measures will be applied at the discretion of the principal.*

## **ACADEMIC & CULTURAL ENRICHMENT (ACE)**

LLCS annually budgets funds for academic and cultural enrichment activities (ACE Funds). These funds are available to students to help defray expenses for various enrichment opportunities. These funds have a limited budget; therefore, they will be disbursed on a first come, first served basis, and must be applied for and will need to be approved by the Board of Education. ACE Fund information is available in the School Counselor's office.

## **SENIOR PRIVILEGES**

### The Privileges

At non-scheduled times during their day seniors may use the gym (with physical education teacher permission) or go to the library.

### The Responsibilities

Seniors are expected to:

1. Attend classes, assemblies, and other scheduled school activities.
2. Be on time for school and classes.
3. Take a minimum of five credits per semester not including physical education and be in good academic standing.
4. Abstain from the use, possession or influence of tobacco, alcohol, or illegal drugs on campus or during school related activities off campus.
5. Avoid disturbing other students, classes, or activities.
6. Park in designated areas on school property during school hours.
7. Not deface school property.
8. Must be passing all classes and not be on the restricted list.
9. Abide by all school rules in force for the student body

### The Consequences of Violations

Seniors who fail to live up to their responsibilities may have their privileges suspended. Grades must be maintained at a satisfactory level. Suspension or revocation for other offenses is at the superintendent's discretion. Offenders will be provided a hearing before such suspension or revocation takes place.

## **STUDY HALLS**

The atmosphere of the study hall must allow each student the opportunity of concentrated study. Conversation between students should not distract others. Only one student at a time will be allowed to go to the bathroom or to hall lockers. Students must have a pass to go to the library, guidance office or other classroom during study halls.

## **FIELD TRIPS**

Long Lake Central School issues a permission slip for your child to participate in field trips for the entire school year. Field trips provide a valuable hands-on addition to the skills we learn and discuss in our school day. Parents are informed in advance of specific plans for each trip. Any parent wishing to exclude their child from participation for any given trip should inform the teacher in writing. Pupils will either walk or be transported on Long Lake Central School busses and will be supervised during the entire trip.

## **LIBRARY**

The Elementary and High School Libraries are open to all students, staff and community members who are looking for resources, information, and support in finding and accessing materials for both personal and school related needs. We have an assortment of books, magazines, reference materials, online

databases, digital and e-resources, professional and special collections that are available, as well as the resource of a certified library media specialist who can access and provide whatever you may need. We have a collection that is fresh and relevant providing for both the curricular and personal interest needs of our students and staff.

#### Elementary Library

The Elementary Library serves our Pre-K to 6 grade student and staff needs. Students in grades K-2 may check out one book each week during library class. Students are free to return their books when they are done and can then check out another, they do not have to wait until the next library class. 3-6 grade students may take out 2 books and a magazine each week. Students are encouraged to enjoy and look forward to checking out their books. If a student has an outstanding book, teachers and parents will be notified so it can get returned promptly.

#### High School Library

The High School Library contains a collection of fiction and non-fiction titles, many print-magazine and newspaper selections, a professional collection, a video collection, and an Adirondack collection, as well as a graphic novel collection, and access to educational databases and online resources. We also can inter-library loan materials throughout the NYS library system. Students are free to come in as needed to check out books and to meet/discuss library needs.

### **CELLULAR DEVICE POLICY AND PROCEDURES**

Students are allowed to carry their cell phone with them during the school day. It is a student's responsibility to ensure the safety of their device, and it is also their responsibility to practice safe and responsible digital citizenship. The use of a cell phone during the school day is a privilege and all students are expected to abide by the policy.

During regular school hours, cell phones may be carried if students abide by the following guidelines:

1. Use of cell phones during the school day, including during field trips, assemblies, pre- and post-school day activities, athletics etc., are at the discretion of the supervising staff member;
2. Cell phones need to be silenced to eliminate it as a distraction. Sounds and notifications, including vibrate, must be turned off at all times;
3. Taking photos, recording video, and/or recording audio are only allowed with permission from the supervising staff member;
4. Cell phones may be used between classes with the exception of texting/talking on your phone while walking in the hallway, recording and/or photographing without permission, and any other behavior that is unsafe or infringes on someone else's privacy;
5. Students must treat their own device and the devices of others with respect.

Long Lake Central School is not responsible for damage, theft, or loss of personal electronic devices. Students who fail to abide by the cell phone policy will receive a discipline referral with verbal warning. The second offense will result in a discipline referral and an after-school detention. Subsequent offenses will result in a discipline referral and consequences will be at the discretion of the superintendent.

### **COMPUTER AND INTERNET USE**

Computers in the district are District property and, therefore, can be reviewed for contents at any time by administrators, the NERIC Technician or the staff. Inappropriate use of computers results in strict consequences. The following rules govern the use of computers by students:

1. When working independently, students must sign in to use computers.

2. When working independently, students must state the program(s) they wish to use.
3. Students may not alter the format of District computers in any way (screen savers, icons, file deletion, etc.)
4. Students are held to the rules stated in the Code of Conduct when using computers. Additionally, students are not to violate copyright laws, use another person's password, enter another person's folders, or send harassing or obscene messages/pictures.
5. School e-mail accounts will be set up for each student. Students may not subscribe to list services. E-mail for non-curricular reasons is prohibited without teacher permission.
6. All students must sign the Computer, Network and Internet Use Permission Form and all parents must sign the Parental Notification for Student Use of District Computerized Information Resources (7315).
7. Students will be issued their own log on information (username and password for the District network). Passwords are to be kept confidential.

*Refer to Board of Education Policy and Regulation #7315 Student Use of Computerized Information Resources (Acceptable Use Policy/Guidelines)*

### **NATIONAL HONOR SOCIETY SELECTION**

The National Honor Society chapter of Long Lake Central School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, service, leadership, and character. Students are selected for membership based by majority vote of a five member principal-appointed faculty council, which bestows this honor upon qualified students on behalf of the faculty of our school at the end of the first and third marking periods. Following is the selection criteria and procedures followed at LLCs.

- Students in grades 10, 11, and 12 are eligible for membership. For the scholarship criterion a student must have a cumulative GPA of 85% or better. At the end of the first and third marking periods, those students who meet this criterion are invited to complete an application that provides the faculty council with information regarding the candidate's leadership, service, and character.
- Eligible students are asked to complete the application and read through the LLCs National Honor Society By-Laws, provided by the NHS Advisor, by a given due date.
- The list of eligible students is presented to all faculty, who are or have been involved in the student's high school career, who may individually comment in writing on any, all or none of the students. These comment sheets are presented to the NHS Membership Selection Committee.
- The Membership Selection Committee consists of five voting faculty members and a non-voting advisor. Students are rated in the areas of Scholarship, Character, Service, and Leadership. For consistency, the following definitions are used.

**SCHOLARSHIP** – To be considered for candidacy a student must achieve a minimum GPA of 85%, scholarship is also a commitment to learning and growing on an educational path. It means making the most of the educational opportunities provided and seeking out learning, not only in school but personally. Scholarship does require effort and more importantly it stems from a desire to contribute to this world in a positive way by building on your own knowledge, skills, and talents through new experiences.

**CHARACTER** – Character is valuing diverse cultures and building relationships that reflect love of self, but also concern for others. There are endless attributes to good character: perseverance, respect, integrity, honesty, sacrifice, etc. Good and noble character is a high calling. Character is meeting responsibilities promptly and thoroughly; demonstrating integrity and reliability; maintaining an attitude of friendliness, stability, and a habit of neatness; and being cooperative both in classroom and school functions; and setting a good moral tone by your own conduct.

**SERVICE** – Is seeking out and engaging in meaningful service. It calls for a service mindset, the desire to seek out opportunities to help others as well as acts of service. Service is seeing a need and fulfilling it voluntarily. Sometimes it's driven by a passion for a specific cause or people in need. Other times, it's driven by personal or family needs, like taking care of siblings or other family members.

**LEADERSHIP** – Leadership and service can often look very similar. Leadership is carrying yourself with dignity and taking ownership and responsibility for your own actions and participation. Being a public speaker, playing in sports, or having an official title is not required for leadership. Leadership means being an agent, someone who takes action and responsibility of your own pathway. One can demonstrate leadership by inspiring others to contribute positively to any effort in a class, team, organization, or school activity; carrying out tasks undertaken effectively and with a minimum of direction by concerned adults; exemplifies attitudes and qualities which are a silent influence on others for good.

The Membership Selection Committee discusses and votes on each candidate based on the input of all faculty and the student's completed application. A majority vote is necessary for selection. Voting is done on behalf of the faculty, not solely on the behalf of the committee members. Candidates are notified regarding selection or non-selection according to a predetermined schedule. It should be remembered that selection for the NHS is a privilege, not a right. There is no process for disagreement with the committee's decision provided for in the Constitution and Bylaws of the LLCS chapter of NHS. Students or parents interested in discussing criteria and selection procedures are encouraged to contact the advisor.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance, or better, in all four criteria that led to their selection.

## **STUDENT COUNCIL**

### Membership:

1. Grades 7-12 shall be represented by up to two elected members per class. All members of the Long Lake chapter of the National Honor Society are automatically members.
2. Representatives shall be elected as soon as possible after school begins in the Fall.

### Purpose:

1. To promote a spirit of unity among the members of the student body and faculty.
2. To establish and maintain high standards of conduct and cooperation, both social and academic.
3. To establish and preserve worthy customs and traditions.
4. To act in an advisory capacity to the administration upon the request of the administration.
5. To enlist the interest of all students in extracurricular activities.

## **COMMUNITY SERVICE**

Throughout their high school career students are encouraged with the help of their class advisors to serve the community. Community service is defined as any unpaid activity designed to improve the quality of life locally, regionally, nationally, or internationally. Community service may include the provision of work or other services or the raising and donation of funds or resources which will benefit a community. Community service benefits schools, community, and society as well as the student. It can provide an opportunity to apply academic learning to real life situations and in turn enhance learning. It helps to develop a sense of responsibility in today's youth and builds self-esteem. Making a difference through community service teaches students good citizenship behaviors. Long Lake Central School recognizes the



importance of community service and strongly encourages students to volunteer on their own and through class activities.

Students should document their community service activities throughout their school years. Community service time can often be important in getting a scholarship or job.

### **SAFETY**

All Material Safety Data Sheets (MSDS) should be kept up-to-date and readily available. Make sure that you have the Emergency Number with your sheets and posted in your room (1-800- 451-8346). You can also go to My Computer, click on the Q Drive, and then click on the MSDS link.

*ROOM SAFETY RULES* approved by the Superintendent should be posted in the following classrooms: Technology Education, Science, and Family Consumer Science and Art.

*EYE SAFETY DEVICES* are required for teachers and students in certain situations as follows: "Every pupil, and visitor in every public or private school or other educational institution is required to wear industrial quality eye protective devices whenever they are participating or observing in an instructional or experimental program in a shop or laboratory involving:

1. Hot solids, liquids, or molten metals
2. Milling, sawing, turning, shaping, cutting, or stamping any solid materials
3. Heat treatment, tempering, or kiln firing of any metal or other materials
4. Gas or electric arc welding
5. Repair or servicing of any vehicle
6. Caustic or explosive chemicals or materials

Each teacher is responsible for complying with this rule by insisting that every student and visitor wear the protective eye devices when involved in the activities stated above. Each teacher is to request on a regular requisition form the number of eye protective devices needed in their class for the protection. Each teacher is also responsible for ordering additional safety equipment deemed necessary for their classroom.

Certain special areas in any school are, by their very nature, high risk areas for student functioning. The science laboratory, technology/shop area, Family Consumer Science room, gym, art room and any other laboratory-oriented teaching stations must have careful and constant supervision. Each staff member whose teaching assignment is in such an area is responsible for:

1. Direction and supervision of student activity in the area;
2. Advising students of proper and appropriate modes of conduct and operation;
3. Knowing appropriate procedures and taking correct action in the event of an emergency and;
4. Securing all equipment and the area against unauthorized use.

When a child is injured or becomes ill, the following procedures should be carried out:

1. **EVALUATE THE SITUATION AND DECIDE WHETHER TO:**
  - a. Call the nurse and then send the child, accompanied by one or more persons, to the nurse
  - b. Request the nurse to come to the child
2. **STEPS TO BE TAKEN BY A TEACHER ACCOMPANYING A CLASS ON A FIELD TRIP:**
  - a. Administer necessary first aid
  - b. Enlist the help of a parent/chaperone, bus driver, or older student
  - c. In case of a serious injury, seek professional medical attention for the child and contact the student's parents and the superintendent

- d. Fill out an Accident Report Form and turn the form into the Business Manager upon returning to the school building

### **FIRE DRILL INSTRUCTIONS**

1. All teachers should review the fire drill procedures for your assigned locations with your homeroom students and all other classes during the first week of school.
2. Classroom and study hall teachers, during a fire or fire drill, are to remain with their students and supervise their exiting from the building.
3. Supervise the exit of the group assigned to you to insure good order, compliance with all directions, and silent exiting.
4. Close windows and doors and turn out the lights when your group exits.
5. When the fire alarm rings, never assume it is a false alarm. The building must be emptied any time when the alarm rings.
6. Once outside students and teachers should group by homeroom to check attendance. Teachers should keep classes in a group and away from the building so as not to obstruct any fire apparatus or endanger students.
7. Teachers are to take attendance after exiting the building. If there is a student unaccounted for, the administration and (if appropriate) fire chief is to be notified immediately.
8. State law requires we hold a minimum of eight drills by the first of December and four more in the spring.
9. Write detailed instructions for fire drill procedures in your emergency sub plan folder

### **EMERGENCY RESPONSE AND LOCKDOWN PROCEDURES**

Local and state law enforcement agencies work together with school administrators to increase the safety of children at school. Our emergency response plan is implemented by New York State's School Safety Team under the New York State SAFE Act to keep the students and staff safe while at school.

#### **Shelter-In-Place**

Used to shelter students and staff in the building.

The announcement will be: "Your attention, please. There is a situation requiring you to shelter in place. Please stop what you are doing and follow these instructions (specific instructions will then be provided)."

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area. Always stay together.
- Take attendance.
- Listen for updates.

#### **Hold-In-Place**

Used to limit movement of students and staff while dealing with short term emergencies.

The announcement will be: "Your attention, please. There is a situation requiring you to hold-in-place. Please stop what you are doing and follow these instructions (specific instructions will then be provided)."

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.

- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

### **Evacuate**

Used to evacuate students and staff from the building.

The announcement will be: “Your attention, please. We need to evacuate the building. Teachers are to take their students to their designated assembly area. Teachers, take your class roster and take attendance when safe to do so.”

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.

### **Lockout**

Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.

The announcement will be: “Your attention, please. There is a situation requiring the school to lockout. All outdoor activities are canceled. Please continue regularly scheduled activities.

- Listen for instructions regarding the situation and your actions.
- Lock all exterior windows.
- Leave blinds and lights as they are.
- Take attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

### **Lockdown**

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

The announcement will be: “Lockdown-Lockdown-Lockdown.” When you hear lockdown announced, you should move quickly to execute the following actions.

- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds, lights as they are.
- Keep everyone quiet, silence cell phones.
- Take attendance if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

## **BUS DRILLS**

A minimum of three (3) bus drills must be held during the school year, the first to be conducted during the first week of the fall term, the second between November 1 and December 31, and the third between March 1 and April 30.

## **INSURANCE**

The Board provides accident insurance for all students. For an accident at school, the District insurance will cover only what a student's personal insurance does not cover providing required forms are completed and submitted to the business manager.

## **DANCE RULES**

1. Generally, only 7th through 12th grade students are invited to attend dances. This may vary at the discretion of the Superintendent, the Student Council Advisor, and/or the school hosting the event.
2. Any invited school must send a list of students attending the dance.
3. Once a student leaves the dance, he/she may not return.
4. Student guests must be in grades 7-12 and accompany their host/hostess. The host/hostess must introduce the guests to the advisor.
5. No alcohol, tobacco, vapes, e-cigarettes or other drugs are allowed in the building or on the grounds of the dance location.
6. Students must follow the Code of Conduct rules at all school functions.

Prom rules may vary according to the setting. Prom and dance rules will be made available prior to the event. All students are expected to adhere to the rules. Any violation will be subject to disciplinary action.

## **HEALTH SERVICES**

The Health Services Program Pre-K-12 offers a variety of services to students and their parents. *Vision and hearing examinations* are given to elementary students as per NYSED requirements with parent notification of any problems found and recommendations for follow-up work where it is necessary. *Physical examinations* are given to all students as per NYSED requirements and are provided by the District's physician for students who do not provide the school with documentation of a health examination performed by a healthcare provider.

## **PUPIL PERSONNEL SERVICES (PPS)**

Pupil Personnel Services (PPS) are available for all students in the District. Services are provided to students individually by specialists (i.e., school counselor, school psychologist, speech therapist, occupational therapist, and other social service agents) as well as by way of a team approach, which utilizes the entire pupil personnel staff. For information concerning any student needs or services contact the school counselor.

## **STUDY ABROAD PROGRAM**

Long Lake Central School encourages students to participate in foreign exchange programs and will help interested students realize their goals of foreign exchange and graduation with their class. However, they should not expect LLCs to create independent studies as substitutes for regular LLCs/New York State curriculum. Therefore, it is wise for students who are interested in a foreign exchange program to consult with the school counselor as soon as possible to plan coursework that will allow them to graduate on time.

## **SCHOOL CLOSINGS**

Radio (91.7), the School Closing Network ([www.schoolclosingnetwork.com](http://www.schoolclosingnetwork.com)), and television (WPTZ, YNN) stations will be notified of delays or closings as soon as possible on the mornings of inclement weather. Individual home phone calls will be made utilizing the automated system. (We ask that parents/guardians and staff provide the main office with an up-to-date phone number.) If necessary, school will be closed for the entire day. Students and parents are asked to listen to the radio, television stations, and the automated system to determine if there is to be a delay and are asked not to contact school personnel. The School Closing Network shares information with Capitol Region television, print and radio news sources. Long Lake Central School will also post updates on the school website and our Facebook page.

# Course Descriptions

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## SOCIAL STUDIES

### Social Studies 9 (Global Studies I), 1 Credit

This course is part I in a two-part course that is state tested at the end of tenth grade. Part I is a chronological course of study that begins with Pre-History and the development of Early River Valley Civilizations proceeding through to the European Age of Exploration. Each unit deals with the historical/physical settings, cultural development and diffusion, the dynamics of change and economic development that has occurred throughout the world. At the end of this course a school final exam is administered.

### Social Studies 10 (Global Studies II), 1 Credit

This course is part II of the course begun in 9th grade. This course continues the chronological study from the Scientific Revolution through to the present. Each unit deals with the historical/ physical settings, cultural development and diffusion, the dynamics of change and economic development that has occurred throughout the world. At the end of this course a final school exam and a New York State Regents Exam will be administered.

### Social Studies 11 (United States History and Government), 1 credit

This course focuses on a chronological study of American history as it pertains to Constitutional change and development. The primary units of focus are: Constitutional Foundations, Industrialization, the Progressive Era, Prosperity, Depression and War, Age of Global Crisis and The World in Uncertain Times. At the end of the course, students take the New York States Regents.

### Social Studies 12 (Economics), ½ Credit

This course is designed to give the student an overall introduction to economic theory and the ways in which an understanding of economics is essential to effective citizenship. The course includes an introduction to the basics of economic theory and a study of microeconomics. A portfolio of projects will be completed as the final exam.

### Social Studies 12 (Participation in Government), 1/2 credit

This course is designed to help foster and encourage responsible citizenship. The course covers the origins and purposes of politics, U.S. political history and development, cooperative political systems as well as civics and citizenship.

### Model Organization of the American States (MOAS), 1 credit

Students will spend the first semester researching the domestic, economic, and foreign policy of an assigned country within North America, South America, or the Caribbean. The second semester will focus on debate, rhetoric, the rules, and regulations of the Organization of the American States and drafting solutions and entering negotiations. At the end of the year, students will attend a three-day Model OAS Assembly at SUNY Plattsburgh, representing the country they have been researching as well as debating and working alongside students from other North Country schools. Students will also have the opportunity to earn up to six college credits through SUNY Plattsburgh's Latin American Studies Department.

### Philosophy, 1/2 credit

A theoretical and contemporary problem approach to four basic ideas of philosophy: metaphysics (humans and their universe); knowledge (humans and their capacity for knowing); morality (humans and their actions); free will and determinism (humans and their freedom).

### Psychology, 1/2 credit

An introduction to the systematic study of human behavior and experience. Students will become acquainted with the methods and language of the discipline. This survey course is designed to introduce students to the concepts and approaches essential to this social science, while building their inquiry and critical thinking about the human mind and behavior.

## **MATH**

### Algebra, 1 credit

This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Students will learn systems of equations, all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions, converting within measurement systems, central tendency and visual representations of data, correlation and causation and the probability of events including independent, dependent, and mutually exclusive events.

### Geometry, 1 credit

Geometry is intended to be the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Students will justify geometric relationships and properties of geometric figures, congruence, and similarity of triangles by using appropriate theorems, and rotations, reflections, translations, and glide reflections and coordinate. A major emphasis of this course is to allow students to study geometric situations. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these studies. PREREQUISITE: Successful completion of Algebra I Regents exam or the permission of the instructor.

### Algebra II, 1 credit

Algebra 2 / Trigonometry is the capstone course of the three units of credit required for a Regents diploma. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Students will also learn: direct and indirect variations, systems of equations solved graphically and algebraically, rewriting mathematical expressions into multiple equivalent forms, measures of dispersion and the analysis of regression, correlation of coefficients, arithmetic and geometric sequences and series, binomial experiments, probability theory and the normal probability distribution, right triangle trigonometry and the use of trigonometric equations and identities will also be investigated. PREREQUISITE: Successful completion of Algebra I and Geometry Regents exam or the permission of the instructor.

### Pre-Calculus (Math 12), 1/2 credit

This course is designed for the math student that wishes or needs extra math material past the topics offered in Algebra II. This course will attempt to bridge the gap between regular high school mathematics

and introductory college level calculus. Topics to be covered will include sequences, series, functions, vectors, matrices, polar coordinates, and advanced algebra. PREREQUISITE: Successful completion of Algebra II or the permission of the instructor.

#### Calculus, ½ credit

This course is designed as an introductory course in college level calculus. Topics will include the limit process, continuity, functions, advanced algebra, derivatives, and their applications. PREREQUISITE: Successful completion of pre-calculus (math 12) or the permission of the instructor.

#### Algebra IA Math, 1 credit

This course will be the first year of a two-year algebra sequence. The class will focus on fundamentals of algebra and linear equations and functions.

#### Applied Mathematics, 1 credit

This course is a modification of algebra and geometry topics. This course shows ways that these topics are practical and realistic. The visual aspects of geometry are used as the foundation of the course. Concepts are presented in real-life situations. Hands on experiences are used in many lessons.

#### Financial Algebra, 1 credit

This is a math course where students will learn algebra while connecting it to what is going on in their lives. This course uses mathematical terms with understanding finance. The course goes step-by-step through strategies to help the students learn the time value of money, how to evaluate the best cell phone contract, how to build a business plan by knowing costs, profits, and breakeven points, and much more. This course is technology and algebra based. For example, this course introduces the students to piecewise functions, regression, limits, exponential functions, linear/quadratic systems and more. The course will explore algebra through such topics as the stock market, modeling a business, banking services, consumer credit, automobile ownership, employment basics, income taxes, independent living, planning for retirement and preparing a budget.

## **SCIENCE**

Regents-level sciences, based on state syllabi, are designed for students pursuing a Regents diploma, either with or without a Regents sequence in science. Laboratory work with successfully written reports is required for all Regents sciences. Of the three science credits students are required to pass to graduate, one course must be Living Environments and one must be a Physical science.

#### Regents Physical Setting (Earth Science), 1 credit

The six areas of investigation in Regents Earth Science are the composition of the Earth, the atmosphere, plate tectonics, and processes of change, geologic time, and space science. This course is suitable for both college and non-college bound students. PREREQUISITE: 8th grade science, 8th grade math.

#### Regents Living Environment (Biology), 1 credit

This course provides students with a basic understanding of biological processes and generalizations. Topics include unity and diversity in living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution, and ecology. This course is suitable for both college and non-college bound students. PREREQUISITE: 8th grade science. A passing course grade in this course is required for students to receive a Regents diploma.



#### Regents Physical Setting (Chemistry), 1 credit

This course provides students with a modern view of the fundamental concepts of chemistry. It includes the following topics: matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, principles, and nuclear chemistry. Suitable for college bound students only. PREREQUISITE: Geometry, Algebra II (Preferred).

#### Regents Physical Setting (Physics), 1 credit

This course provides students with a modern view of the fundamental concepts of physics. The four areas covered are mechanics, waves, electricity, magnetism, and atomic and nuclear physics. Suitable for college bound students only. PREREQUISITE: Geometry, Algebra II (Preferred), and permission of instructor.

#### Environmental Science, 1 credit

This course will look at environmental science from both physical and biological standpoints. Some of the main concepts evaluated will include application of ecological principles, environmental ethics, energy, pollution, and environmental policies. Students should leave this course with a general understanding of how humans interact with their environment. There will be a focus on our local ecosystems here in the Adirondacks.

#### Forensic Science, ½ Credit

This course will encompass various aspects of forensic science. There will be a hands-on focus on experimentation and data gathering. Some of the main concepts evaluated will include analysis of fingerprints, DNA, blood spatter, bones, ballistics, and hair. Furthermore, students will be exposed to basic observation skills necessary for a forensic scientist as well as how to properly keep a field notebook and then present data collected.

#### Advanced Forensic Science, ½ credit

This course will encompass various aspects of forensic science. There will be a focus on hands on experimentation and data gathering. Some of the main concepts evaluated will include explosions, arson investigation, physiology of alcohol and poisons and forensic entomology. Topics addressed will be unique from those addressed in forensics and will be covered more in depth. PREREQUISITE: Forensic Science.

## **LANGUAGE ARTS**

### **The Language Arts 7-12 curriculum offers opportunities for students to improve their**

reading, writing, listening, speaking, and thinking skills in preparation for post-secondary life, be it college or career. English 7/8 provides review and reinforcement of basic English Language Arts (ELA) skills learned in K-6 along with exposure to a variety of literary genres and composition tasks in preparation for high school level work. English 9-11 focuses on world, multicultural, British, and American literature. English 12 includes reading and writing to prepare students for college-level work, as well as units focused on career skills, college applications, research, and public speaking. Throughout the entire curriculum, students' outside reading is an integral part of improving their vocabulary, their reading comprehension, and their understanding of themselves and the world.

#### English 7/8

English 7 & 8 is designed to prepare students for high school. We build upon the skills learned in K-6 as we study a variety of literary genres, including fiction, non-fiction, plays, poems, and short stories. Throughout each unit of reading there is a mix of listening and writing assignments, class discussion and creative projects designed to help reinforce and expand comprehension of the text. There is focus paid to

the writing process, sentence/paragraph structure, grammar and usage, spelling, vocabulary, analysis and delivery of individual interpretation through listening, speaking and writing, as well as understanding and application of the literary elements. Additionally, students are responsible for completing the requirements outlined in the Outside Reading program each quarter, as Outside Reading represents  $\frac{1}{4}$  of each quarter average. 7 & 8 grade students take the New York State ELA exam each year.

#### English 9, 1 credit

English 9 is designed to focus on world and multicultural literature. We study a variety of literary genres, including fiction, non-fiction, plays, poems, and short stories. Our reading and writing are driven by the goals of understanding context, dialect, audience, purpose, and the development and practice of empathy and tolerance of the world's diverse populations of people. Throughout each unit of reading there is a mix of listening and writing assignments, class discussion and creative projects designed to help reinforce and expand comprehension of the texts. We will continue to practice the principles of the writing process, sentence/paragraph structure, grammar and usage, spelling, vocabulary, analysis and delivery of individual interpretation through listening, speaking and writing, as well as an understanding and application of the literary elements. One major unit is research skills, which includes a focus on topic selection, note taking, research and library skills, as well as the style and purpose of academic writing and citations. Additionally, students are responsible for completing the requirements outlined in the Outside Reading program each quarter represents  $\frac{1}{4}$  of each quarter average.

#### English 10, 1 credit

English 10 is designed to focus on an extension of world literature, as well as a focus on other literary mediums. We study a variety of literary genres, including fiction, non-fiction, plays, poems, and short stories. Throughout each unit of reading there is a mix of listening and writing assignments, class discussion and creative projects designed to help reinforce and expand comprehension of the text. We will continue to practice the principles of the writing process. We will continue to practice sentence/paragraph structure, grammar and usage, spelling, vocabulary, analysis and delivery of individual interpretation through listening, speaking and writing, as well as an understanding and application of the literary elements. Additionally, students are responsible for completing the requirements outlined in the Outside Reading program each quarter.

#### English 11, 1 credit

English 11 is designed to focus on American literature. We study a variety of literary genres, including fiction, non-fiction, plays, poems, and short stories. We work on analyzing and evaluating from our own lens, but also use the critical lens of formal perspectives such as formalism, feminism and psychoanalytic. Throughout each unit of reading, there is a mix of writing assignments, class discussion and creative projects designed to help reinforce and expand comprehension of the text. We will continue to practice the principles of the writing process, sentence/paragraph structure, grammar and usage, spelling, vocabulary, analysis and delivery of Individual interpretation through listening, speaking and writing, as well as an understanding and application of the literary elements. Towards the end of the year, we will do modified research project to prepare students for the larger paper required the following year. We will focus on research fundamentals, including analyzing scholarly articles and proper MLA citation. Additionally, students are responsible for completing the requirements outlined in the Outside Reading program each quarter. English 11 students take the New York State Comprehensive English Regents beginning in January.

### English 12, 1 credit

English 12 is designed to focus on college-level reading and writing, as well as the skills necessary for college and career applications. We read literature with depth of purpose and analysis and write about it with the same critical lens. We will also focus on the college application process, understanding the intricacies and formalities of the financial aid process, application essays, selection strategies and post-secondary alternatives. Our companion career unit focuses on scholarship essays and the writing of cover letters and resumes. One of our main units includes a public policy and social justice research paper, which is designed to prepare students for paper writing at the college level. This project focuses on the skills of topic selection, research (online and in the library), note taking, citations, and overall thoughtful use of information, both analytical and research-based, in a composition that proves and supports writer's thesis. Completion of a research paper is required for graduation. Students will also work on public speaking throughout the course of the year, particularly with the graduation essay assignment. Additionally, students are responsible for completing the requirements outlined in the Outside Reading program each quarter.

### Journalism, 1 credit

This course will focus on the foundations of journalism including news writing, feature writing and reporting as well as the intricacies of navigating the media in today's information rich climate.

## **WORLD LANGUAGE**

### 7th grade Spanish

First year of middle school Spanish. This is a yearlong course.

### 8th grade Spanish

Second year of middle school Spanish. Students will take the Checkpoint A foreign language exam at the end of this course. Students who score proficient or above on this exam will earn one high school foreign language credit and move on to Spanish II.

### Spanish I

First year of high school Spanish for first-time language learners or students who did not score proficient or above on the Checkpoint A exam. This course fulfills the foreign language requirement for the Regents Diploma.

### Spanish II (Prerequisite: Spanish I or proficient score on Checkpoint A exam)

Second year of high school Spanish.

### Spanish III (Prerequisite: Spanish II)

Third year of high school Spanish. Students will take the Checkpoint B foreign language exam at the end of this course. Successful completion of Spanish III and a passing score on the Checkpoint B exam will fulfill the foreign language requirement for the Advanced Regents Diploma.

### Spanish IV / SPA 201 (Prerequisites: For Spanish IV Passing score on Checkpoint B exam | For SPA 201 Passing score on Checkpoint B exam. To earn college credit there is an associated fee.)

Fourth year of high school Spanish. This class will focus on novel studies and Hispanic culture for students looking to progress further on the path to proficiency. A student has the option to take SPA 201 through the NCCC bridge program and earn 3 college credits, in addition to 1 high school credit. For students

taking SPA 201, the course will have an additional grammar focus. The performance target for Spanish IV / SPA 201 is intermediate mid.

#### Spanish V / SPA 202

This is a bridge course through NCCC for advanced Spanish students who have completed Spanish IV/201 or equivalent coursework. Students will progress further in grammar and the four modalities of communication through the study of Spanish novels, short stories, movies and television. The performance target is intermediate high on the ACTFL scale and Checkpoint C on the NYS Standards for World Language.

## **TECHNOLOGY EDUCATION**

#### 7th Grade Introduction to Technology

This course is designed to introduce students to the exciting world of technology. For this course, technology is defined as a body of knowledge and actions, used by people, to apply resources in designing, producing, and using products, structures, and systems to extend the human potential for controlling and modifying the natural and human made (modified) environment.

#### 8th Grade Introduction to Technology

Technology education at the Junior High level is exploratory in nature. An investigation and application of technology with use of both hand and power-tools is included with an emphasis on the discovery and development of individual interests and talents.

#### Construction, I credit

This course can serve as one math credit. Practical study involving construction trades including but not limited to revenue procurement, site selection and development, building permit allocation, foundations, structural framing, roofing, insulation, electrical, plumbing, interior/exterior finishing, computer aided design and drafting. A combination of academic, and hands-on approach will be employed throughout the course.

#### Computer Aided Drafting and Design (CADD I), ½ credit

This course explores the history, components, applications, design functions and career opportunities within computer-aided drafting and design. Inventor™ software will be used to acquire technical drawing skills and an understanding of industrial standards. Emphasis is placed on the use of computer technology and an understanding of the changing role of CADD and its effects on the design and manufacturing process. This course introduces students to Inventor™ software as the primary tool used for the completion of assigned drawings. This course serves as the prerequisite to CADD II.

#### CADD II (Architectural Drafting & Design II), ½ credit

This course is designed to meet the individual needs of those students wishing to specialize in architectural drafting and design. Independent study and problem solving will be stressed. Each student will be encouraged to initiate, develop, and complete a major architectural drawing project within their specific interest.

#### Welding I, ½ credit

This course provides an in-depth, hands-on approach to oxyacetylene cutting and welding, shielded metal arc welding (SMAW), metallic inert gas welding (MIG), and tungsten inert gas welding (TIG). Throughout

this course students will be utilizing each of these techniques for the purposes of forming, combining, and conditioning of various metals.

#### Welding II, ½ credit

This course is designed to give students an opportunity to hone and optimize the skills gained in welding I to the point that they should be able to be capable of benefitting in the job market.

#### Woodworking I, ½ credit

This course is recommended for students who want to learn how to operate basic woodworking equipment, learn correct safety procedures and develop an understanding of the characteristics of wood. By constructing projects, each student develops knowledge of gluing, joinery, fasteners, sanding, staining, finishing and craftsmanship.

#### Electronics/Electricity, ½ credit

This course investigates basic electronic components and circuitry through a hands-on approach that incorporates math, science, and technology. Topics include safety, direct current (DC) fundamentals and circuits, properties of magnetism and electrical current generation, alternating current (AC), printed circuit board design and production.

#### Energy Systems, 1 credit

This course can serve as one math or science credit. Students explore electrical, mechanical, and fluid power systems; wind, solar, geothermal, and chemical energy systems; land, sea, air, and space transportation systems. Tools of technology, including computers will be used by students to develop knowledge and skills related to the production, conversion, and storage of energy; the transmission and control systems used to harness various forms of energy; and systems used to power and control the vehicles of modern transportation systems. Included in student projects are activities related to alternative energy systems, applied physics, electronics, hydraulics, pneumatics, mechanical power, flight, and automotive systems. This course can be used as an alternate math or science credit. A one-inch, three-ring binder with a small amount of loose-leaf paper, and a few #2 pencils are required for this course. Open-toed shoes do not provide ample foot protection and are not allowed in the classroom.

#### Principles of Engineering, 1 credit.

This course can serve as one math or science credit. This course provides the scientific and technological background to acquaint students with engineering concepts. Working in teams and individually, students will resolve engineering design problems involving robotic machines and devices through a combination of theoretical and “hands on” experiences. Mechanical, electrical, fluid, and thermal systems will be covered along with applied physics concepts.

Engineering design elements will include research and development, brainstorming, sketching, and using CADD to create working drawings and fabricate working models, making modifications to designs, testing and troubleshooting. This course will focus on basic knowledge, technical skills, tools, materials, and resources, required to solve engineering problems. Topics may study material fabrication, welding, machining, electronics, pneumatics, and hydraulics, all relative to engineering design. Students will work with a variety of materials including metals, plastics, wood, PVC, composites, etc. Open-toed shoes do not provide ample foot protection and are not allowed in the classroom. A two-inch, three-ring binder with a small amount of loose-leaf paper, and a few #2 pencils are required for this course. Open-toed shoes do not provide ample foot protection and are not allowed in the classroom.

### Manufacturing 40-week, 1 credit course

This is a comprehensive course designed for the study of general concepts and principles of Manufacturing and Manufacturing systems. This course provides for hands-on learning experience which enhances the understanding of various metallic and nonmetallic materials, processes, and products. Materials studied may include polymers, ceramics, woods, composites, and metal materials associated with manufacturing. Students will use basic tools, equipment, and operations of manufacturing industries. Students can engage in product design, prototyping, computer-assisted manufacturing applications, CNC machines, robotics, and production.

## **INFORMATION, TECHNOLOGY AND BUSINESS**

### Family Consumer Science (1/2 credit)

Family Consumer Science is a course designed to help middle level students live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as family members, community members, consumers, home managers and wage earners. Home and Career Skills is organized around communication, leadership, management and thinking.

### Computer Literacy (7th and 8th grade .4 credit)

Computer Literacy readies the middle school students for the digital world of high school by teaching typing skills, online research and database use, library and information skills, correct citation of sources in research and presentations, plagiarism prevention, digital citizenship, review of Microsoft Office programs, and Google Docs/Drive.

### Accounting, 1 credit

This course is designed to develop competence in the application of accounting theory. Students will process transactions through the entire accounting cycle in a service and merchandising business. Introduction to automated accounting will allow you to use a computer to process accounts receivable, payroll, and transactions specific to a service business. This course may be used to fulfill one of the three credits of math required for the Regents diploma.

### Financial Math Applications, 1 credit

This course is designed to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. This course may be used to fulfill one of the three credits of math required for the Regents diploma.

### Independent Living, 1/2 credit

Career exploration, employability skills, consumer and personal finances, finding and decorating apartment, interpersonal communication, social etiquette, healthful meal planning, clothing care and safety are all areas explored in the Independent Living course

### Yearbook, 1/2 or 1 credit

In this course, students produce a yearbook for the graduating year. Learning, practicing, and implementing many of the following important lessons will not only aid in the production of a great yearbook but will ensure you are trained to be highly effective with this phase of production. Students master shooting pictures then practice and learn "Photoshop" techniques which you will be able to implement into your daily life for many applications. Working with visual layouts will make students aware of how it can influence their lives. Yearbook design, writing and photography trends evolve with the

changes seen in periodicals. In other words, a yearbook curriculum will not only teach the concrete rules of journalism and yearbook production, but also should challenge students to innovate.

## **MUSIC**

### High School Band, ½ credit

Band and is an ensemble comprised of musicians who play a balanced variety of wind, brass, and percussion instruments. Ensemble members are expected to work hard together for the purpose of bringing music into the community. Band members will receive a small group lesson once a week during which individualized instruction will occur. Attendance is required for all performances. Students enrolled in band are eligible to attend music festivals such as CASMA All County, ECSMA All County, and the Northeast Instrumental Music Festival. Various scholarships, awards and credentials are available to festival participants. Attendance is required at all performances.

### H.S. Choir, ½ credit

In this class, students will learn techniques for improving their vocal production, self-confidence, and stage presence. Students will learn to sing in harmony. Choir meets two to three times per week as an ensemble. Attendance is required at all performances. Students enrolled in Choir are eligible to attend music festivals such as CASMA All County and ECSMA All County.

### Electronic Music

This course will teach the fundamentals required to create music through electronic mediums such as Garage Band, FL Studio, and Finale NotePad. Students will learn how to compose through pre-made loop tracks, create their own tracks, as well as compose music. Topics covered in this course will include Entry level Music Theory, creating and composing ensemble music with Finale NotePad, Using Garage Band and FL Studio, basic recording techniques and basic use of live music equipment.

### Band Techniques

This course will allow students to select and learn how to play a second instrument for band. Topics covered in this course will include beginning band instrument performing techniques, basic instrument maintenance/repair and basic conducting/score analysis. At the end of the 10th week students will select an instrument to practice on exclusively. Using this newly selected instrument, students will perform with the 5th/6th grade band at the spring concert.

### High School Jazz Band, ½ Credit

This course is reserved for High School Band students who desire more playing opportunities and expose to different musical styles. All students who enroll in Jazz Band must also be in High School Band. Jazz Band students will have the privilege of becoming lifelong members of The Long Lake RAZZ. In 2009, the RAZZ was dubbed as “The Best Band in the Adirondacks” at the ADK Battle of the Bands. This ensemble demands a high level of musicianship and dedication to the ensemble. Attendance is required at all performances.

### Music Theory I and II (Foundation of Western Music), ½ Credit

Objectives:

- To develop skills in notating and analyzing music.
- To develop a basic understanding of the rules and principals of Western Music.

Activities:

- Reading, writing, listening to, and describing music.

- Singing and playing the piano, guitar, and autoharp.
- In-class work, pop quizzes, and exams

Content:

- Rhythms, scales, key signatures, intervals, chords, melody, harmony, etc.

### Cooperative Musicianship, ½ Credit

This course is a comprehensive study of American popular music from the 1950s to today. Students in Cooperative Musicianship will form a cover band, prepare popular music selections from various decades, and give a culminating performance at a place, time, and date to be determined. This course is designed to have a performance-based approach to music history and theory. Students will be regularly engaged in discussions of historical and theoretical ideas requiring them to establish an argument and defend it with concrete evidence. Students can expect written work, presentations, and performances as components of this class.

## **ART**

### Studio Art, 1 Credit (Full Year)

Studio Art is a comprehensive foundation course in which students will experience a wide variety of media and processes, with hands-on experiences in areas such as drawing, painting, design, composition, printmaking, and sculpture. The Studio Art course is centered on the four Art Content Standards of Studio Production, Critical Thinking, Aesthetics and Art History. Each of these areas incorporates both the Elements of Design and the Principles of Organization into the study of art and the related projects.

### Advanced Studio Art, ½ credit

A more in-depth studio art class. Students will use their experiences they have acquired in Studio Art I to further explore ideas of interest to them. A wide variety of media will be explored including, ceramics, drawing, painting, printmaking, and sculpture. This course is more for the student who likes the varied options of many different mediums.

### Drawing and Painting I, ½ credit

An introductory course that explores drawing materials such as charcoal, pencil, pen and ink, pastels, watercolors, and acrylics. These media will be used to solve problems in visual expression. The work will focus on technical skills in drawing and painting. A sketchbook is required and one sketch per week will be needed for outside class work.

### Drawing and Painting II, ½ credit

This course is a continuation of topics and Medias learned in Painting/Drawing I. Other Medias will be introduced such as oil paint and mixed media. Student will have an opportunity to further explore the Medias and be introduced to art movements and artists that they have an interest in. Out of class sketchbook assignments are expected.

### Advanced Drawing and Painting, ½ or 1 Credit, 1 or 2 semesters

This course is a continuation of Painting and Drawing I and II on a more advanced level. The basic skills in handling drawing and painting media have been developed and are used to solve more sophisticated art problems. Individualized instruction becomes increasingly important as advanced students explore self-expression and creative problem-solving techniques. If taken for a full year and successfully completed, students may have the opportunity to earn 3 college credits during the second half of the course through NCCC College Bridge Program.



### Sculpture, ½ credit

Studio in Sculpture is an advanced course which may be completed after the student has successfully completed a full year in Studio Art. The program offers the student an outlet for self-expression in 3-D design in either a particular material or a variety of media, including clay, plaster, and papier mache.

### Ceramics I, ½ credit

This ceramics course is designed for the student who is interested in working with clay and the production of both functional and non-functional ceramic art. It includes exploring various methods of hand-building, the use of the potter's wheel, the creation of ceramic sculpture, experimentation with the various methods of handling clay, understanding the properties of glazes, a study of the history of stoneware, and the contemporary uses of clay. Students taking more than one semester of ceramics will more fully explore their personal creativity through a concentrated development of a body of work, reflecting growth in skill, technique, and expression.

### Ceramics II, ½ credit

A continuation of techniques learned in ceramics I with the opportunity for students to explore the use of the pottery wheel. Other techniques such as the use of colored slips and creating your molds to incorporate into clay structures will be explored.

### Advanced Ceramics, ½ credit

A more advanced ceramics class taken after ceramics I and II. This course allows students the opportunity to pursue a more independent work based on their interests. They will be allowed to pursue an in-depth study of functional or non-functional objects. When taken for the full year, or 2 semesters, students may have the opportunity for receiving both high school and 3 college credits through NCCC College's Bridge Program.

### Graphic Novel Art Course, ½ credit

This course will introduce students to the format of the graphic novel. Students will read several of the classic graphic novels, covering a wide range of genres including biography, fiction, manga, wordless and history. Students will learn techniques necessary in the creation of a graphic novel, including basic components, artistic skills required to create comic illustrations, and script writing for the graphic novel. As a culmination of the course, students will write and illustrate their own short graphic novel in the genre of their choice connected with an overall shared class theme.

### Digital Photography I, ½ credit

This course will introduce students to basics of digital photography covering how the camera works, composition, lighting, and photo editing software. The course will begin with the history of photography and incorporate the elements and principles of art in producing quality images with a digital camera. Students should have completed Studio Art or have permission from the instructor to take this course. Students taking an additional semester of digital photography may be able to receive 3 college credit courses through the NCCC Bridge Program.

### Digital Photography II, ½ credit

This course is a continuation of Digital Photo I with an opportunity to receive 3 college credits with NCCC College Bridge program along with HS credit. Students will continue to work with techniques during Digital I and be expected to produce a higher quality portfolio. Outside class photo shooting is imperative. More digital manipulating using Photoshop will be applied.

## **PHYSICAL/HEALTH EDUCATION**

### Physical Education, ½ Credit

Physical Education classes will be focusing on developing fitness skills through regular practice, effort, and perseverance by participating in activities such as games, sports, and exercises. Elementary classes will focus on fundamental motor, non-locomotor, and manipulative skills, which will also include understanding the fundamental principles of movement. Students will understand the effects of activity on the body and the health risks of physical inactivity. Middle and High School students will demonstrate competency in a variety of physical activities. All students will focus on fairness, sportsmanship, and respect for others.

### High School Health, ½ Credit

Health will be focusing on a variety of topics based upon personal health, consumer and community health, injury prevention and safety, alcohol tobacco and other drugs, physical activity and nutrition, environmental health, family living, individual growth and development and communicable and chronic diseases.

### Weight Training, ½ Credit

Students will be given a daily grade based on their effort, character, and responsibility. Knowledge/ skill tests may be given throughout the year and will be calculated into their final average. Students can request their grade at any point during the year. Activities throughout the year will be discussed with the students on the first day of class.

## **Distance Learning**

Students in grades 9-12 may participate in high school independent study programs if the programs are taught by NYS certified teachers. They may take advanced placement courses through a variety of independent study programs provided by universities. The coursework needs to be approved by the superintendent and the guidance counselor. The district pays course and textbook fees for online high school courses. The student pays for textbooks or test fees for advanced placement courses. Students may drop an online high school course within the first two weeks of the course without penalty. Students are not allowed to take high school courses already offered at Long Lake Central School instead through online high school or an independent university unless they are repeating the course due to failure or there is a scheduling conflict.

Students in grades 11-12 may participate in online college level. Students participating in these courses must have a grade point average above 85. The cost of tuition and textbooks is the student's responsibility.

All students participating in distance learning are assigned a district mentor to help them with procedures and questions about their distance-learning course. Students have a much better chance of success in these programs if they are very independent workers.

## **Testing and Examinations**

### **TESTING AND MARKING PROCEDURES**

Courses may be graded by using numbers (0-100%), letter grades and S/U (Satisfactory/ Unsatisfactory) for some elementary courses. Other grading methods may be used in extenuating circumstances only with approval from the Superintendent/Principal. For grades 3 through 6, the passing grade is 75%. For grades 7

through 12, the passing grade is 65%. Grades in Choir, Band and Physical Education are to be determined by the student's effort, cooperation, promptness, behavior, and progress. Letter grades assigned at Long Lake Central School or in a transcript for transfer students will be converted to number grades to calculate the student's grade point average using the following conversion chart.

91-100	A+	4.0	77-79	C+	2.3
93-96	A	4.0	73-76	C	2.0
90-92	A-	3.7	70-72	C-	1.7
87-89	B+	3.3	67-69	D+	1.3
83-86	B	3.0	65-66	D	1.0
80-82	B-	2.7	Below 65	F	0.0

### REPORT CARDS

Report cards will be sent home to parents at the end of each quarter of the school year.

**Half year courses:** The quarter mark will be the average of the student's class work and class tests. The final grade will be the result of weighting the class average for the two quarters (4/5), and the final exam (1/5).

**Full year courses:** The four quarter marks will be the average of the student's class work and class tests. The final course averages are calculated based on the following:

- For full year, 1 credit courses final averages will be made up of 20% for each 4 quarters, 10% for the midterm and 10% for the final exam.
- For full year, half credit courses the final averages will be calculated based on 20% for each 4 quarters, and 20% for the final exam
- For half year, half credit courses the final average will be calculated based on 40% for each of the 2 quarters, and 20% for the final exam

### HONOR ROLL

To be eligible for the Honor Roll, students must be passing all courses. Incomplete or failing grades in any subject automatically disqualifies a student from honor roll consideration. Students transferring into the District must complete one full quarter before being eligible. Honor Roll is calculated at the end of each quarter. The quarterly average is figured as a sum of all quarter grades that the student has received that are graded on a 0-100 scale, or equivalent. The year-end average is weighted with one credit (full year, daily) courses carrying twice the weight of .5 credit courses (1/2 year, daily or every other day, full year).

*Elite High Honor Roll 95-100*  
*High Honor Roll 90-94.99*  
*Honor Roll 85-89.99*

### FINAL EXAMINATIONS

Final Examinations are given for all half-year and full-year academic subjects. These tests are comprehensive and cover work from the beginning of the course. A final project can be given instead of a final exam with the prior approval of the Superintendent. Generally, examinations given in January will be for the first semester/half-year courses and certain Regents proficiencies, competencies, and make-up exams.

Examinations given in June will be for second semester half-year courses and full-year academic subjects. The school exam or the Regents exam, whichever is higher, will be used to calculate the final average. If the final average is passing, school credit will be assigned. Final exams will be scheduled during the days prior to the start of Regents Exams. If a student is unable to take a final examination, the Superintendent and the teacher will review the circumstances to determine if and when the make-up test will be administered.

### REGENTS EXAMINATIONS

Regents exams are state examinations that are tied to high school regents level courses. Many Regents exams are required for graduation. Please see graduation requirements for more information. Regents exams will be three hours long. At the discretion of the administrator, schools may begin Regents Exams earlier than the specified time. Regardless of the starting time, students will not be permitted under any circumstances to hand in his or her test materials and leave the exam room before the Uniform Statewide Admission Deadline. The Uniform Statewide Admission Deadline is 10:00 a.m. for the morning session and 2:00 p.m. for the afternoon session. The school must admit all students who arrive at the exam room before the Uniform Statewide Admission Deadline, even if the students arrive after the starting time scheduled by the school. Students who arrive after the deadline and who have not been under the supervision of school personnel since the deadline will not be admitted. Latecomers for Regents Exams are not generally entitled to have the closing time extended. However, if students started an exam late because of extenuating circumstances beyond their control, the administrator is permitted, but not required, to authorize an extension of the closing time of the Regents Exam for these students. **\*When students are finished with their Regents exam, they will be sent to a supervised area or released from school (unless written notification is received from parent/guardian stating not to release student).**

When a student either passes or fails a Regents exam, the Regents score must be noted on the permanent record card. Any student taking a Regents exam may attempt to raise his/her score by taking it again at another time.

## Diploma Requirements and Graduation Policy

Long Lake Central School will award a high school diploma to individuals who have attended Long Lake Central and who have met New York State curriculum requirements. Only students who have completed all graduation requirements, or who can complete their requirements in a superintendent approved summer school program prior to August 31, may participate in the June graduation ceremony. Please contact the school counselor or visit <https://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements> for more information on NYS graduation requirements.

The valedictorian and salutatorian of the graduating class will be those students with the highest cumulative average from all high school credit courses, computed to the nearest tenth. Letter grades for transfer courses (from other schools) will be converted to numerical grades according to the conversion chart on page 77. Students must attend Long Lake Central School for a minimum of two full academic years prior to graduation from grades 9 through 12 and must be graduating with a high school diploma to be eligible. Grades for each high school course will be weighted according to credits involved. Eligibility for valedictorian requires a high school minimum cumulative grade point average of 89.5. Eligibility for salutatorian requires a high school minimum cumulative grade point average of 84.5. Students who are not members of the senior class but who plan to accelerate to graduate with the senior class are eligible for valedictory and salutatory honors.

## **MAKEUP POLICY**

1. Upon failure of any course, students may attend an approved summer school program. The resulting mark will be substituted for the lowest two marks used in computing the student's original (failing) final average. If the new final grade is passing, the student will receive course credit.
2. Students may repeat the course at Long Lake Central, if possible, scheduling participation in both the failed course and the course that follows (i.e., English 9 & 10). If, after the first semester, students have a passing average in the repeated course, they will receive course credit and will then be allowed to discontinue that course. If they have a failing average after the first semester, they will continue the make-up course for the remainder of the year. A passing average after the final exam will earn them course credit.
3. Students who cannot schedule double course participation due to restrictions in the master schedule will be required to repeat the failed course for the full year. Any middle school student failing two or more core subjects (language arts, social studies, math, and science) in a given year will be retained and will retake those courses in full. Any high school student failing three or more subjects will be retained.

## **ADD/DROP PROCEDURE**

ADD/DROP Can only take place within the first 15 days of a new school year for full year courses and within the first 15 days of second semester half year courses.

1. Student who is wishing to DROP a class must first have a conversation with the teacher of said class regarding questions and concerns.
2. If the student would still like to proceed with the ADD/DROP, the teacher will notify the school counselor that a conversation occurred.
3. From there, a student may request an ADD/DROP form from either the teacher or school counselor.
4. On the ADD/DROP form students must first fill out reasons for dropping and adding the courses. This should include obtaining the signatures and dates from the teachers for the dropped and added course. This must be completed before the completion of number 5 (parent/guardian, school counselor, principal signatures).
5. Next students should obtain the necessary signatures first from parents/guardian, then from the school personnel.

The District reserves the right to determine if a student may add or drop a course on a case-by-case basis. These decisions will be made based on the rigor of the student's schedule, including number for credits, study halls, and difficulty of course load.

## **PROMOTION RETENTION**

ELEMENTARY (K-6): Teachers, guidance and school administration will meet periodically to discuss students who are at risk for failing. Parents will be notified of promotional concerns in May with a final determination for retention being issued by last day of school in June. (See District Policy 7210 for further information). Parents will receive appropriate reports of student progress throughout the year.

JUNIOR HIGH (7-8): CORE SUBJECTS - English, Social Studies, Math and Science. Required - Art, Music, Family Consumer Science, Technology, French, Health, Computer Literacy and Physical Education. Failure in any two (2) core subjects will result in consideration for retention. Minimum grade for passing is 65%. Retention decisions will involve the teacher, school counselor, parent, and Superintendent.

HIGH SCHOOL (9-12): A Minimum passing mark is 65%. To be promoted from the 9th to 10th grade, a student must have four (4) units of credit, including one unit of English and one unit of Social Studies or

have the potential within the next year to obtain those credits by double course participation. To be promoted from 10th to 11th grade, a student must have eight (8) units of credit, including two units of English and two units of Social Studies or have the potential within the next year to obtain those credits by double course participation. To be promoted from 11th to 12th grade, a student must have twelve (12) units of credit, including three units of English and three units of Social Studies or have the potential within the next year to obtain those credits by double course participation.

### **PROLONGED STUDENT ABSENCE DUE TO ILLNESS**

If a prolonged absence due to a short-term physical, mental, or emotional illness is anticipated, the Superintendent will talk with the student's parents about arranging for homebound instruction. According to the State Education Department, an absence of at least two weeks is considered a prolonged absence. The student's physician should verify any such absence due to illness. The District in which the student resides is responsible for providing an appropriately certified teacher to tutor the homebound student, at a neutral site unless physically impossible. Elementary school students on homebound instruction must receive at least five (5) hours of instruction per week and secondary school students must receive at least ten (10) hours per week.

### **RESPONSE TO INTERVENTION (RTI)**

"Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data." (What is RTI? n.d. Retrieved from <http://rtinetwork.org/learn/what/whatisrti>)

**Academic Intervention Services (AIS)** as an academic intervention within the RTI model which is designed to help struggling students achieve learning standards through identifying student-specific goals that are specific, measurable, attainable, relative, and time-oriented (SMART). Goals should be based on baseline data and can be collected from a variety of tools including 3-8 NYS Math & ELA individualized reports, DRA, iReady, and other benchmark assessments. AIS may take place in a small group or individual setting, depending on the intensity of student need. Frequency and duration of AIS services can increase, depending on the need of identified individual students. AIS providers can be the classroom teacher, or another educator based on scheduling and staff make up from year to year.

For a more detailed explanation of Response to Intervention, see the RTI plan on the school website or contact the RTI coordinator.

### **EARNING CREDIT WITHOUT COMPLETION OF UNITS OF STUDY**

Students are allowed to earn up to 6.5 units of credit without seat time by alternative means. This may be done with permission of the Superintendent as follows:

1. Students with passing averages may test out at midyear by achieving 85% or better on the corresponding Regents Exam.
2. For science classes, laboratory requirements must be met to sit for the exam.

## **INDEPENDENT STUDY**

Students may earn a maximum of 3 units of elective credit towards a Regents diploma through independent study. Participation in an independent study shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and the school counselor. The panel shall approve the student's participation in independent study based on the following criteria:

1. The student has demonstrated readiness and has a high likelihood of success in each subject in which he/she seeks to undertake independent study;
2. The student has accumulated the expected number of units of credit for the student's grade level;
3. The student has passed the appropriate number of Regents exams for the student's grade level.
4. The satisfactory completion of an independent study application (Form 8430 F) by the supervising teacher and student that is submitted to the school counselor and Superintendent for review and approval.

## **NEW YORK STATE DEPARTMENT OF EDUCATION MIDDLE SCHOOL REQUIREMENTS (GRADES 7-8)**

The New York State Education Department provides a guideline of minimum requirements in the Part 100 Regulations (Section 100.4). It is within the local district's authority to require additional coursework for a student to successfully complete any given grade. The following units of study are required in grades 7 and 8 for Long Lake Central School students:

### Required Courses Units:

- English: 2 units (5 periods per week each year)
- Social Studies: 2 units (5 periods per week each year)
- Math: 2 units (5 periods per week each year)
- Science: 2 units (5 periods per week each year)
- French I: .2 units (3 periods per week each year)
- Computer Literacy: .8 units (2 periods per week each year)
- Family Consumer Science: .5 units (5 periods per week one semester)
- Technology: 1 unit (5 periods per week two semesters)
- Physical Education: 1.2 units (3 periods per week each year)
- Visual Arts: .8 units (2 periods per week each year)
- Music: 2 units (participation in high school band and choir each year)
- Health: .5 units (5 periods per week one semester)

# Appendix

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## APPENDIX A

### **SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY**

#### **Statement of Overall Objectives**

School attendance is both a right and a responsibility. The Long Lake Central School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for State aid purposes.

#### **Description of Strategies to Meet Objectives**

The School District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.

(Continued)



**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)**

- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- e) Develop early intervention strategies to improve school attendance for all students.

**Determination of Excused and Unexcused Absences, Tardiness and Early Departures**

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

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education. (Absences or tardiness for these reasons will be excused upon receipt of a written, signed explanation from the parent or verified doctor's note within three days of the recorded absence).
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, road test, oversleeping).

**Student Attendance Recordkeeping/Data Collection**

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

For students in Pre-Kindergarten – 12, attendance shall be taken and recorded in accordance with the following:

- a) At the beginning of homeroom period, attendance will be taken by the teacher and recorded using the District's student management system.
- b) At the beginning of each subsequent class period, attendance will be recorded using the District's student management system.
- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

(Continued)

**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)**

- d) In the event that a student at any instructional level from grades K through 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

**Student Attendance/Course Credit**

The District believes that classroom attendance is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, student absences, tardiness, and early departures affect a student's classroom performance.

At the high school grade level (9-12), any student with eighteen (18) or more absences in a full year course and nine (9) or more absences in a half-year course will result in loss of credit for the course.

For summer school and courses meeting 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

(Continued)

**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)**

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following an absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

**Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit**

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines shall be followed:

- a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.
- c) At periodic intervals, a designated staff member(s) will notify, in writing and/or by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit.

(Continued)

**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)**

- d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, may be implemented to encourage improved attendance by the student.

**Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse**

The School District shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The notification shall explain the District's Comprehensive Student Attendance Policy, the District's intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the School District will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

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

**Attendance Incentives**

In order to encourage student attendance, the District will develop and implement grade-appropriate/building-level strategies and programs including, but not limited to:

- a) Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;
- b) Recognition at each grade level to reward perfect attendance;
- c) Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- d) Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);
- e) Assemblies collaboratively developed and promoted by student council, administration, PTA/PTO and other community groups to promote good attendance.

(Continued)

**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)****Disciplinary Consequences**

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

**Intervention Strategy Process**

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention.

(Continued)

**SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY (Cont'd.)****Appeal Process**

A parent/person in parental relation may request a meeting with the building principal and the District Attendance Committee to review their child's attendance record. The committee shall consist of the principal, faculty member, and school counselor.

**Building Review of Attendance Records**

The Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of absences, tardiness and early departures.

**Annual Review by the Board of Education**

The Board of Education shall annually review student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

**Community Awareness**

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211 and 3213  
8 NYCRR Sections 104.1, 109.2 and 175.6

Adoption Date – August 9, 2018

## Appendix B

2013

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Students

### **SUBJECT: DIGNITY FOR ALL STUDENTS ACT**

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated.

The District condemns and prohibits all forms of bullying, discrimination and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

#### **Dignity Act Coordinator**

At least one (1) employee at every school shall be designated as the Dignity Act Coordinator(s). The Dignity Act Coordinator(s) will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. The Board of Education shall appoint a Dignity Act Coordinator(s) who is employed by such District or BOCES and is licensed and/or certified as a classroom teacher, school counselor, psychologist, nurse, social worker, administrator/ supervisor or Superintendent of Schools. Districts must share the name(s) and contact information of the Dignity Act Coordinator(s) with all school personnel, students, and parents/persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information by:

- a) Listing such information in the *Code of Conduct* and updates posted on the Internet website, if available; and
- b) Including such information in the plain language summary of the *Code of Conduct* provided to all persons in parental relation to students before the beginning of each school year; and
- c) Providing such information to parents and persons of parental relation in at least one (1) district or school mailing or other method of distribution including, but not limited to,

(Continued)

**SUBJECT: DIGNITY FOR ALL STUDENTS ACT (Cont'd.)**

through electronic communication and/or sending such information home with each student and, if such information changes, in at least one subsequent district or school mailing or other such method of distribution as soon as practicable thereafter;

- d) Posting such information in highly visible areas of school buildings;
- e) Making such information available at the district and school-level administrative offices.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Education, within thirty (30) days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending return of the previous Coordinator to the position. The District must provide the change in information to parents or persons in parental relation as soon as practicable. The change in name and/or contact information of the Dignity Act Coordinator will not constitute a revision to the *Code of Conduct* so as to require a public hearing.

**Training and Awareness**

Each District and Charter School shall establish guidelines for training which shall be approved by the Board of Education. Training will be provided each school year for all District employees in conjunction with existing professional development training to raise staff awareness and sensitivity of bullying, discrimination and/or harassment directed at students that are committed by students or school employees on school property, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property.

Training will include ways to promote a supportive school environment that is free from bullying, discrimination and/or harassment. Training shall:

- a) Raise awareness and sensitivity;
- b) Address social patterns and the effects on students;
- c) Inform employees on the identification and mitigation of such acts;
- d) Provide strategies for effectively addressing problems of exclusion, bias and aggression;
- e) Include safe and supportive school climate concepts in curriculum and classroom management; and
- f) Ensure the effective implementation of school policy on conduct and discipline.



**SUBJECT: DIGNITY FOR ALL STUDENTS ACT (Cont'd.)**

Instruction in grades Kindergarten through 12 shall include a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. For the purposes of this policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to bullying, discrimination and/or harassment and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes. Such component must also include instruction on the safe and responsible use of the Internet and electronic communications.

Rules against bullying, discrimination and/or harassment will be included in the *Code of Conduct*, publicized District-wide and disseminated to all staff and parents. Any amendments to the Code will be disseminated as soon as practicable following their adoption. New teachers shall be provided a complete copy of the current Code upon their employment. An age-appropriate summary shall be distributed to all students at a school assembly at the beginning of each school year.

**Reports and Investigations of Bullying, Discrimination and/or Harassment**

The District will investigate all complaints of bullying, discrimination and/or harassment, either formal or informal, and take prompt corrective measures, as necessary. School employees who witness or receive a report (oral or written) of harassment, bullying and/or discrimination must orally notify the Superintendent, Principal, or their designee *no later than one (1) school day* after witnessing or receiving a report of such incident. The employee must then file a written report *within two (2) school days* after making the oral report. If, after an appropriate investigation, the District finds that this policy has been violated, corrective action will be taken in accordance with District policies and regulations, the *Code of Conduct*, and all appropriate federal or state laws. The Superintendent, Principal or their designee shall notify the appropriate local law enforcement agency when it is believed that any harassment, bullying and/or discrimination constitute criminal conduct.

The District will annually report material incidents of bullying, discrimination and/or harassment which occurred during the school year to the State Education Department. Such report shall be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline or such other date as determined by the Commissioner. SED has developed a form for gathering data titled, "Reports of Incidents Concerning School Safety and the Educational Climate" which can be found on the NYSED website.

**SUBJECT: DIGNITY FOR ALL STUDENTS ACT (Cont'd.)**

The Principal of each primary and secondary school shall provide a regular report (at least once during each school year) on data and trends related to harassment, bullying and/or discrimination to the Superintendent and in a manner prescribed by, as applicable, the district, BOCES or charter school. There is no need for schools or districts to submit this report to the State Education Department.

**Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)**

Any person who has reasonable cause to suspect that a student has been subjected to bullying, discrimination and/or harassment by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any civil liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of bullying, discrimination and/or harassment.

Education Law Sections 10-18, 801-a, 2801 and 3214  
8 NYCRR Section 100.2

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board of Education

#3410 -- Code of Conduct on School Property

#3420 -- Non-Discrimination and Anti-Harassment in the School District

#7551 -- Sexual Harassment of Students

#7552 -- Bullying in the Schools

#7553 -- Hazing of Students

#8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

Adoption Date – August 8, 2013

## Appendix C

2012

7315  
1 of 2

Students

### Long Lake Central School Board of Education Policy

#### **SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

#### **Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices**

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

#### **Standards of Acceptable Use**

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

(Continued)

Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION  
RESOURCES (ACCEPTABLE USE POLICY) (Cont'd.)**

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

**Notification**

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- Internet Safety/ Internet Content Filtering Policy  
District Code of Conduct on School Property

Adoption Date – April 17, 2012



**Long Lake**  
CENTRAL SCHOOL DISTRICT

## **District Dignity Act Coordinator**

Mrs. Michelle Billings, School Nurse

### **Contact:**

[mbillings@longlakecsd.org](mailto:mbillings@longlakecsd.org)

(518) 624-2221, ext. 308

Room 308/Nurse's Office

## **New York State High School Exam Schedules:**

TO BE DETERMINED