

LaFayette Junior-Senior High School

Parent/Student Handbook

2016-2017

LAFAYETTE CENTRAL SCHOOL DISTRICT
LAFAYETTE JUNIOR-SENIOR HIGH SCHOOL

BELIEFS

Education fosters a life-long interest in learning.
We provide an environment that creates a positive self-image.
We are productive and responsible members of society.
We accept individual differences and are respectful of others.
We strive for high academic achievement.
Parents bear the primary responsibility for the welfare of their children
We all develop an understanding of and appreciation for cultural diversity.
We all endeavor to become critical thinkers and effective communicators.
Educating students is the combined efforts of community, parents and teachers.

Mission Statement

The mission of the LaFayette School District through the combined efforts of community, parents, and teacher is to develop an environment for each student which will create a positive self-image, a life-long interest in learning, an atmosphere for high academic achievement, foster an understanding and appreciation of cultural diversity, gender equity and stress tolerance and respect for others, so that students become responsible and productive members of society.

STANDARDS OF EXCELLENCE

1. Each student, upon graduation, will have a marketable skill and/or the academic competency to pursue post-secondary educational opportunity(ies).
2. Each student will develop a positive attitude of self, life management and community that will enable him/her to enhance the community in which he/she lives.
3. Each student will acquire technological literacy and an understanding of the effect technology has on the individual and society.
4. Each student will develop an understanding for people of different races, sexes, abilities, religions, cultures, ethnicity, social, political and economic backgrounds and their right to co-exist.
5. Each student will acquire an understanding of the environment and the effect of choices made by individuals, industry and society on ecological systems and natural resources.
6. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications: English, Language Arts, Science, Mathematics, Technology, History, Social Science, Arts, Humanities, Languages, Technical and Occupational Skills, Physical Education, Health, Home and Careers, and Computer Science.
7. Each student will identify and appreciate the fine arts and the arts' impact on daily life.
8. Each student will demonstrate a mastery level of communication and critical thinking skills by logically, creatively, and analytically gathering, processing and evaluating information.
9. Each student will identify and appreciate leisure and recreational activities and their effect on daily life.

LAURA LAVINE
Superintendent
(315) 677-9728

JASON RYAN
Principal
(315) 677-3131

Dear Parents/ Guardians and Students,

Welcome to the LaFayette Junior-Senior High School. The staff and I look forward to an exciting and productive 2016-2017 school year. We are eagerly anticipating the challenges and rewards that this school year promises to bring.

The education of a child is a collaborative process. With that said, we feel that it is important that our parents/guardians play an active role in their child's education. We encourage parental support and ask that you contact the school with any questions or concerns you might have.

In an attempt to help foster this collaborative relationship and increase communication, we provide our students and their parents/guardians with this Parent/Student Handbook. The purpose of the attached handbook is to provide students and their parents/guardians with the policies and procedures that occur at the Jr./Sr. High School. This handbook is to act as a reference guide and will prove to be a useful sources of information. Please review this handbook carefully as it will provide you a better understanding of the expectations of our school.

Sincerely,

Jason Ryan
Principal
LaFayette Jr./Sr. High School

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BOARD OF EDUCATION, ADMINISTRATION, FACULTY, AND STAFF

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Mrs. Laura Lavine	Superintendent
Mr. Jason Ryan	Principal
Mrs. Karen Ocque	Director of Special Education/Director of Curriculum and Instruction

School Counselors

Mr. William O'Leary	Director of Guidance/Counselor for Gr. 10-12
Mrs. Kristeen Cool	Counselor for Gr. 7-9
Mrs. Sherri Hopper	Native American Liaison/Counselor for Gr. 7-12

FACULTY

AIS

Mrs. Daryl Felice
Ms. Joyce Lewis – Native American Academic Support

Art

Mrs. Heidi Car
Mrs. Danielle Robinson

English

Ms. Maura Daly
Mr. Damon Derbyshire
Ms. Lisa Morgan-Phelan
Ms. Maria Nastasi

Family & Consumer Science (FACS)

Mrs. Mallory Charpentier

Health

Mrs. Heather Amidon

Library Media Specialist

Mrs. Susanne Bang

Mathematics

Mrs. Anne Courtwright
Mrs. Jennifer Lockwood
Mr. Kevin Morel
Mr. Peter Winans

Music

Mr. Jay Czynz – Vocal
Ms. Kylie Stenger – Instrumental

Physical Education

Mrs. Karyn Meaney
Mr. Karl Seemann

Science

Mr. David Amidon
Mrs. Kristin Angello
Mrs. Nancy Hummel
Mr. Michael Picciotti
Mrs. Nancy Terry
Mr. Sean Zehner

Social Studies

Mr. Timothy Baker
Mr. Joseph Fox
Mr. Timothy Miller
Mr. Ronald Spicer

Special Education

Mrs. Christine Baker
Ms. Elizabeth Sopchak

Technology Education

Mrs. Kristin Angello
Mr. Jeffrey Capella
Ms. Mary Jo Nicholson
Mr. Bernie O'Donnell

Teaching Assistants

Mrs. Sally Case
Mrs. Amy Flemming
Ms. Laurie Ineich
Mr. Jerry Kelly

SUPPORT SERVICES

Athletic Coordinator

Mr. Jerry Kelly

Cafeteria Manager

Mrs. Pamela Dauler

Clerical

Mrs. Patsy McElhannon
Ms. Tiana Poplawski
Mrs. Paula Thompson

Custodian Supervisors

Mr. David Friedman – Day
Mr. Jamie Jones – Night

District Technology

Mr. Carlos Ferrer
Mr. Bradley Keller
Mr. Sean Zehner

Nurse

Mrs. Jennifer Gates

Psychologist

Ms. Kelly Fredericks

Email – All staff members have email accounts and can be accessed as follows:

first initial, last name @lafayetteschools.org

Ex. jsmith@lafayetteschools.org

Website Information – Please visit our website at: www.lafayetteschools.org

CALENDAR

IMPORTANT DATES TO REMEMBER

September	1	No School – Staff Development Day
	2	No School for Students and Staff
	5	No School – Labor Day
	6	No School – Staff Development Day
	7	First Day of School for Students
	28	½ Day – Early Dismissal (Staff Development in the pm)
October	6	Open House – for both Junior and Senior High
	7	No School – Staff Development Day
	10	No School – Solidarity Day/Columbus Day
November	11	No School – Veteran’s Day
	23	½ Day – Early Dismissal for Students and Staff
	24-25	Thanksgiving Recess – No School
December	9	½ Day – Early Dismissal (Staff Development in the pm)
	26-30	Holiday Recess
January	2	Holiday Recess
	3	School Re-Opens
	16	No School – Martin Luther King Jr. Holiday
	24-27	January Regents Exams
	27	½ Day – Early Dismissal
February	3	½ Day – Early Dismissal (Staff Development in the pm)
	20-24	Winter Recess
	27	School Re-Opens
March	17	No School – Superintendent’s Conference Day
	27-31	NYS ELA Assessments (Gr. 7 & 8)
April	14	No School – Good Friday
	17-21	Spring Recess
May	1-5	NYS Math Assessments (Gr. 7 & 8)
	24-28	NYS Science Assessments (Gr. 8)
	26	Vacation Day – (IF Snow Day/Emergency Days are not exceeded)
	29	No School – Memorial Day
June	1-5	NYS Science Assessments (Gr. 8)
	13-22	Regents Exams
	23	Graduation Day

MARKING PERIOD SCHEDULE 2016-2017

<u>SEMESTER 1</u>	
Mid-Mark Ending – October 6	Marking Period Ending – November 10
Mid-Mark Mailing – October 14	Marking Period Mailing – November 17
<u>SEMESTER 2</u>	
Mid-Mark Ending – December 16	Marking Period Ending – January 27
Mid-Mark Mailing – December 22	Marking Period Mailing – February 2
<u>SEMESTER 3</u>	
Mid-Mark Ending – March 3	Marking Period Ending – March 31
Mid-Mark Mailing – March 9	Marking Period Mailing – April 6
<u>SEMESTER 4</u>	
Mid-Mark Ending – May 5	Marking Period Ending – June 23
Mid-Mark Mailing – May 11	Marking Period Mailing – June 27

ACADEMIC PRACTICES & PROCEDURES

Counselors

School Counselors are available to provide the following services:

- Individual Counseling: Personal, Academic, Career, and Social.
- Small Group Counseling: School Success, Conflict Resolution, and Stress Management, coping with Grief and Loss
- College Planning, Career Education and Exploration.
- Consultation with Parents, Teachers, and Administration.
- Referral Services to outside agencies.

The goals of the counseling department include advocating for all students, assisting them to develop decision-making skills, and encouraging combined efforts between community, family and school to help students achieve maximum academic excellence. Please contact Mr. William O'Leary, Mrs. Kristeen Cool or Mrs. Sherri Hopper for advisement.

Counselor Assignments:

- Director of Guidance/School Counselor Grades 10-12 – Mr. William O'Leary
- School Counselor Grade 7-9 – Mrs. Kristeen Cool
- Native American Liaison Grades 7-12 – Mrs. Sherri Hopper

NYS Graduation Requirements

Minimum Course Requirements:

Regents w/Advanced Designation

English – ELA
 Global History
 U.S. History
 Mathematics (3)
 Sciences (2)
 Living Environment
 Physical Setting

Regents Diploma

English – ELA
 Global History
 U.S. History
 Mathematics (1)
 Science (1)

Minimum Credit Requirements:

	<u>Regents w/Advanced Designation</u>	<u>Regents Diploma</u>
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Art/Music/OCC Ed	1	1
Health	0.5	0.5
LOTE	3*	1
Physical Education	2	2
<u>Electives</u>	<u>1.5</u>	<u>3.5</u>
TOTAL	22	22

- Students must have one (1) unit of credit in Languages Other Than English (LOTE)
- Minimum passing score on NYS Regents examinations is 65%
- Honors diploma requires an average score of 90% on all Regents exams required for the diploma type
- Students may substitute five credits in Occupational Education, Art or Music classes under certain circumstances to waive LOTE; however, continuing with a Language Other Than English is strongly recommended for college bound students.

Note: In individual cases, local diploma may be available

Classification - Class status will be determined solely by the earning of a prescribed number of credits during the course of each academic year. Additionally, a student must earn one (1) unit of English and one (1) unit of Social Studies as a part of the total credits earned each year.

Class status and promotion will be based on the achievement of the following number of credits in each grade level:

Grade 10	-	5 credits
Grade 11	-	11 credits
Grade 12	-	16 credits

Exceptions to this must be administratively approved.

Course Load Requirement - Students are required to carry the equivalent of (6) units of credit. Students are encouraged to take more than the minimum load.

Credit by Examination - A student may earn a maximum of 6 ½ units of credit toward graduation without completing the units of study for the units of credit.

Requirements:

1. Based on the student's past academic performance, the Superintendent, or his or her designee, determines that the student will benefit academically by exercising this alternative.
2. The student achieves a score of at least 85 percent on a State-developed or State-approved assessment.
3. The student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course, as determined by the principal.
4. The student attends school, or received substantially equivalent instruction elsewhere.

Credit Recovery - Students who attempted to complete a unit of study in a given high school subject, but were unsuccessful in earning course credit, will have an opportunity to make up the unit of credit, pursuant to the following:

1. The student shall successfully complete a make-up credit program, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.
2. The make-up program shall:
 - a. Be aligned with the applicable New York State/Common Core learning standards associated with the subject;
 - b. Satisfactorily address the student's course completion deficiencies and individual needs; and
 - c. Ensure the student receives equivalent instruction in the subject, as applicable, under the direction and/or supervision of a school teacher certified by New York State in the subject area.
3. The student's participation in the make-up credit program shall be approved by a school-based panel consisting of the principal, a teacher in the particular subject area and a guidance director or other administrator.
4. A make-up credit program may include, but is not limited to:
 - a. Repeating the entire course;
 - b. Repeating the course in a summer school program;
 - c. Digital learning (online study) that is comparable in scope and quality to regular classroom instruction, documents satisfactory student achievement and includes regular substantive interaction between the student and the teacher providing direction and/or supervision.

Cumulative Grade Point Average (GPA) and Class Rank

1. Final weighted GPA will be completed at the end of seventh semester of Senior year. Weighting for all college-level courses will be done (even if course is not completed). This final GPA will determine Valedictorian and Salutatorian.
2. Teachers will include weighted grades on report cards for individual college-level courses for students in grade 12 only.
3. Students in grades 9, 10 and 11 will have unweighted class grades. Rank and overall marking quarters will be weighted.
4. All courses which offer college credit (AP, SUPA, PLTW, ESF, OCC) are weighted 1.08%. Any course taken on-site at a college is considered weighted by the college. All honors classes will be weighted 1.02%.

5. Students in an ability-graded program shall not be included in the class ranking profile (this includes Big Picture students).

Diploma Types

The NYS diploma types are:

- Regents diploma
- Regents diploma with honors
- *Regents diploma with an advanced designation
- *Regents diploma with an advanced designation with honors
- Local diploma

The NYS non-diploma types are:

- Career Development and Occupational Studies Commencement Credential
- Skills and Achievement Commencement Credential

Please discuss diploma options with your school counselor to determine which diploma type is best for you.

**Students who complete all course work and testing requirements for the Regents diploma with advanced designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents examinations in science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.*

Grading System - The grading system is numerical with 65 as the minimum-passing grade for a course or test. At the beginning of the school year, within the first week of school, all teachers will distribute to students their classroom expectations and grading criteria. Each teacher’s grading criteria may vary somewhat with respect to how he/she determines a student’s quarterly grades i.e. the weighting of tests, homework, and class participation. It is the student’s responsibility to make sure he/she has a clear understanding of each teacher’s policy. A student’s final grade is an average of the final exam and his/her four-quarter grades. Passing a Regents exam does not result in course credit. A student must have a passing average in the course to receive credit.

10-week average	85	
20-week average	80	
30-week average	90	445 pts. ÷ 5 = 89 overall average for course
40-week average	95	
<u>+ final exam grade</u>	<u>95</u>	
	445 pts.	

The grade for each marking period (4) is averaged with the final exam.

Full-year courses: $\frac{4 \text{ marking periods} + \text{final exam}}{5} = \text{final grade}$

Half-year courses: $\frac{2 \text{ marking periods} + \text{final exam}}{3} = \text{final grade}$

Numeric Grade	Letter Equivalent	Progress Standard
90 - 100	A	Excellent Progress
80 - 89	B	Good Progress
70 - 79	C	Satisfactory Progress
65 – 69	D	Minimum Progress
Below 65	F	Unsatisfactory

High Honor/Honor Roll - An Honor Roll will be published at the end of each ten-week grading period. A student who has an overall grade average of 85.0-92.99 qualifies for the Honor Roll. An overall grade average of 93.0-100 qualifies for the High Honor Roll. A grade of **less than 70** in any course disqualifies the student for either Honor Roll.

Homework - Homework is any course-related activity assigned to be completed outside of class. Homework includes reading, writing, and other activities assigned on a daily or near daily basis. Its purpose is to support learning by providing opportunities for:

- ❖ Practicing or applying new skills and learning;
- ❖ Reinforcing previously taught skill and understanding;
- ❖ Preparing to learn new information and/or skills; and
- ❖ Developing self-discipline.

There is a positive correlation between the quality of homework and levels of student achievement. Students who do not complete assigned work are missing part of their learning experience. All homework should be completed within the given time frame. It is the teacher's discretion whether or not to accept late work, as well as how to credit it. Given the purpose of homework, it is part of the formative assessment process. As an extension of classroom instruction, homework is an integral part of learning. The grading of homework should recognize student effort and reflect student progress.

Honors Classes - The purpose of this statement is to assist students, parents/guardians, faculty and administrators as they participate in meeting the goal of graduating informed, thinking, active citizens who will enjoy learning throughout their lives.

Honors classes place a strong emphasis on critical thinking. Increased academic rigor is central to the concept of honors classes. In addition to a teacher's recommendation and a final average of 85% or higher the previous year in the content area, students wishing to experience the challenges and rewards of participation in honors classes should exhibit the following traits:

1. Intellectual curiosity: Taking initiative during engagement in a variety of challenging learning activities.
2. Intellectual maturity: The ability to apply higher order thinking skills to problem solving.
3. A strong work ethic: Willingness to perform at a level that is significantly higher than what is expected of a typical student.

Students not able to maintain a successful level of progress in an honors class (75 or higher) should seek support and be receptive to interventions. This may require a student to meet with his/her teacher after school as necessary. The appropriateness of the placement in honors level classes should be reconsidered if a student does not seek support or respond to academic interventions.

Independent Study - Students may earn a maximum of 3 units of elective credit towards a Regents diploma through independent study.

The following will apply:

1. The student's participation in 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 a guidance director or other administrator. The panel shall approve the student's participation in independent study based on the following criteria.
 - a. The student has demonstrated readiness and has a high likelihood of success in each subject in which he or she seeks to undertake independent study.
 - b. The student has accumulated the expected number of units of credit for the student's grade level.
 - c. The student has passed the appropriate number of Regents examinations or other assessments required for graduation, for the student's grade level.
2. Independent study shall be:
 - a. Academically rigorous and aligned to the New York State commencement-level learning standards;
 - b. Overseen by a teacher knowledgeable and experienced in the subject area of the independent study;
 - c. Based on a syllabus on file for each independent study; and
 - d. Of comparable scope and quality to classroom work that would have been done in the course.
3. The principal, after consultation with relevant faculty, shall award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes for the subject.
4. Credit for independent study may be awarded for elective courses only, and shall not be awarded for courses required for the Regents diploma.

Merit Roll - Students who raise their average by ten or more points in two or more subjects during a marking period will have their names placed on the Merit Roll, providing that they are not deficient in any subject and have no incompletes. The Merit Roll will be published at the 20, 30 and 40 week marking periods.

Online/Blended Courses - Students may earn units of credit towards a diploma through online and/or blended course study, pursuant to the following:

1. The student shall successfully complete an online or blended course, including passing the Regents exam in the subject and/or other assessment in the subject if required for earning a diploma.
2. The school district shall ensure that:
 - a. Courses are aligned with the applicable New York State/Common Core learning standards for the subject area;
 - b. Courses provide documentation of student success in achieving the learning outcomes for the subject, including passing the Regents examination and/or other assessment required for graduation;
 - c. Instruction is provided by or under the direction and/or supervision of a certified teacher from the school district in which the student is enrolled; or a certified teacher from a BOCES that contracts with the school district to provide instruction in the subject area; or a certified teacher from a school district who provides instruction in the subject area under a shared services agreement;
 - d. Courses include regular and substantive interaction between the student and the teacher providing direction and/or supervision; and
 - e. Instruction satisfies the unit of study and unit of credit requirements for the course.

Definitions:

- ***Online Course*** – means instruction in a specific subject consisting of teacher-to-student and/or student-to-content interactions that occur solely through digital and/or internet-connected media.
- ***Blended Course*** – means, in addition to the above, instruction that occurs through a combination of classroom-based and digital and/or internet-connected media.

Parent Monitoring - Throughout the year, there are many ways of monitoring student progress as a parent. The progressive steps parents can take are:

1. Ask your student to share his/her achievement with you, by monitoring the homework they are doing and asking to see finished work.
2. Check out the LaFayette Schools website at www.lafayetteschools.org for a direct link to teachers, counselors, and administrators. If you do not have access to email, call the high school at 677-3131 to leave a message for the teacher.

Regents Exam Appeals - The appeals process is applicable to those students entering grade 9 after 2005 who score a 62, 63 or 64 on a required Regents exam. Students seeking an appeal must meet the following criteria:

1. Have taken the Regents exam in question two times.
2. Earn a score of 62, 63 or 64 on the Regents exam under appeal.
3. Provide evidence that they have pursued academic help.
4. Have a course average in the course under appeal that meets or exceeds the required passing grade by the school.
5. Be recommended by their teachers or their school counselor for an exemption to the graduation requirement in the subject of the Regents exam under appeal.

The principal will chair a standing committee of three teachers and two administrators that will review the appeals and rule on them. The superintendent will sign off on any appeal granted by the committee. Students may be considered for an appeal on two Regents exams only.

Schedule Changes - Schedule changes are permitted only during the first 10 days of school. Schedule changes are permitted in the event of computer error, incorrect course level, and course omission – drop S.H./add course, passing course in summer school, or program change within a subject area. All schedule changes after the second week must have the written approval by the building administration.

Guidelines:

- Students will be not allowed to drop a course after schedules have been finalized in August. The master schedule is created by course selection done in the spring. It is altered to reflect June failures, administrative changes and late course changes. Students who wish to add a course due to a scheduling conflict may do so with teacher permission.

- At the beginning of the school year, requests for changes will be considered for the following reasons **only**:
 - a. Attendance at a Summer School program has altered the student's academic program.
 - b. Teacher recommendation concerning the student's placement in a particular course has changed. Written parental approval will be required.
 - c. Parent request. A parent/teacher conference may be required.
- During the first marking period request for changes will be considered for the following reasons **only**.
 - a. Academic performance indicates that the student has been misplaced. Written approval from the teacher and the parent will be necessary **before** Guidance affects the change.
 - b. Parent requests the change for social-personal reasons. Parent will be requested to meet the teacher and school counselor prior to effective change. No change is final until student and teacher receive notification in writing.
 - c. Guidance needs to give written notification of the drop/add to teacher (s). Teachers must sign off on this along with the school counselor, student and parent(s).

Before a change is made, students should keep in mind that each individual is required to carry a minimum of (6) credits per year.

ALL SCHEDULE CHANGES AFTER THE SECOND WEEK MUST HAVE THE WRITTEN APPROVAL BY THE BUILDING ADMINISTRATION.

Summer School – (Senior High - Summer School Policy) - Students failing English, Math, Science or Social Studies are strongly encouraged to attend summer school. To be eligible for Summer School, you must remain in the course through its completion, to year's end or to the end of the semester. Realize, that failing multiple courses may prevent you from graduating as planned with your cohort; it may require an additional semester or year to complete graduation requirements.

CODE OF CONDUCT/CO-CURRICULAR CODE OF CONDUCT REGULATIONS, PRACTICES & DISCIPLINARY PROCEDURES

This Code of Conduct is responsive to NYS Project S.A.V.E. (Safe Schools Against Violence in Education), Education Law 280, Section 100.2 effective July 1, 2001. Parents/Guardians are essential partners in our endeavor to maintain a safe and orderly environment where all children can learn.

Introduction

The LaFayette Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality instructional services without disruption or interference. Essential to the achievement of this goal is the responsible behavior of students, teachers, other district personnel, parents and other visitors. We will collaborate with you to ensure our mutual responsibility for a safe and productive school year. We are all accountable. We will communicate our concerns to problem solve together. We will exhibit flexibility and adaptability when necessary. We will strive for cross-cultural understanding to enhance an atmosphere of respect. We will use our critical thinking skills to evaluate and respond to issues which may be divisive. We will be creative and innovative to address any obstacles which stand in the way of our ability to be successful students.

The Board of Education adopts this Code of Conduct in an effort to clearly define the expectations for acceptable conduct on school property. A central goal of our schools is to assist students in developing self-control. To that end the Code of Conduct attempts to outline expectations for student behavior and the consequences of misbehavior that foster the growth of personal responsibility. Discipline then is to be developmental and progressive, while maintaining a safe and orderly learning environment for all. Unless otherwise indicated, this Code applies to all students, school personnel, parents, and other visitors when on school property or attending school functions.

Disciplinary Guidelines are a guide for disposition of standard discipline cases and indicates what can be expected when a student breaks a rule. Discipline cases with extenuating circumstances will be subject to administrative

discretion. Recurring offenses by an individual may be subject to an increased level of discipline with the expectation of parental/guardian involvement for effective resolution.

Disciplinary Practices

Note:	ASD	After School Detention (2:38 pm - 3:15 pm)
	LAD	Late After School Detention (2:38 pm – 5:30 pm)
	ISS	In School Suspension
	OSS	Out of School Suspension

Student Rights and Responsibilities

- I. Pursuant to Section 100.2(1)(i) of the Regulations of the Commissioner of Education, a bill of student rights and responsibilities is established. A student in the LaFayette Central School District shall:
 - Be entitled to the rights of religion, speech, expression, and assembly as provided in the 1st Amendment to the Constitution of the United States.
 - Be afforded the opportunity to take part in all district activities on an equal basis regardless of race, color, weight, ethnic group, sexual orientation, national origin, religion, religious practice, disability, gender, gender expression, or any legally protected status.
 - Have equal opportunity to take part in student government activities unless properly suspended from participation pursuant to the districts' discipline policy.
 - Be able to address the Board of Education on the same terms as any citizen, following procedures as determined by the District.
 - Have the right to be guaranteed against illegal search and seizure of person.
 - Be suspended from instruction only after their rights pursuant to Education Law §3214 and District policy have been observed.
 - In all disciplinary matters, have the opportunity to present their version of the facts and circumstances that might lead to imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
 - Have the right to be free from discrimination, harassment, bullying and/or retaliation on school property or school functions including but not limited to the educational program, activities, or admission policies of their school.

2. It shall be the responsibility of each student in the LaFayette Central School District:
 - To exercise their rights under the 1st Amendment to the Constitution in a manner that in no way disrupts the welfare of others, or interrupts the educational processes of the District.
 - To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct.
 - To work to the best of his/her ability in all academic and extra-curricular pursuits and strive toward the highest level of achievement possible.
 - To hold themselves to the highest standards of conduct, demeanor, and sportsmanship when participating in or attending school-sponsored extra- curricular events, as a representative of LaFayette School District.
 - To be in regular attendance of school and in class.
 - To contribute to the maintenance of an environment that is conducive to learning and show due respect to other persons and to property.
 - To make constructive contributions to his school and to report fairly the circumstances of school-related issues.
 - Not to be in possession of any illegal items or contraband of any kind.
 - To conduct themselves with respect toward self, fellow students and teachers in accordance with the District Code of Conduct and the provisions of Dignity for All Students Act (DASA). Students will conduct themselves in a manner that fosters an environment that is free from bullying, harassment, discrimination and/or retaliation. Students should also report and encourage others to report any incidents of bullying, harassment, discrimination and/or retaliation

IV. Essential Partners

- A. Parents - All parents are expected to:
1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
 2. Send their children to school ready to participate and learn.
 3. Ensure their children attend school regularly and on time.
 4. Ensure absences are excused.
 5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
 6. Help their children understand that in a democratic society rules are required to maintain a safe and orderly environment.
 7. Know school rules and help their children understand them.
 8. Convey to their children a supportive attitude toward education and the district.
 9. Build good relationships with teachers, other parents and their children's friends.
 10. Help their children deal effectively with peer pressure.
 11. Inform school officials of changes in the home situation.
 12. Provide a place for study and ensure homework assignments are completed.
 13. Report to appropriate school personnel any information that in their opinion might lead to the prevention of a violent act.
 14. Promote a climate that demonstrates respect, support, and caring and does not tolerate harassment or bullying.
- B. Teachers - All district teachers are expected to:
1. Maintain a climate of mutual respect, support, dignity, caring, and non-discrimination which will strengthen students' self-concept and promote confidence to learn.
 2. Be prepared to teach.
 3. Demonstrate interest in teaching and learning and concern for student achievement.
 4. Know school policies and rules, and enforce them in a fair and consistent manner.
 5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking and grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
 6. Communicate regularly with students, parents and other teachers concerning student growth, achievement and behavior.
 7. Report to appropriate school personnel any information that in their opinion might lead to the prevention of a violent act.
 8. Confront issues of discrimination, harassment, bullying, retaliation or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
 9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
 10. Report incidents of discrimination, harassment, bullying and/or retaliation that are witnessed or otherwise brought to a teacher's attention in a timely manner.
- C. Guidance Counselors - Guidance Counselors and Pupil Service Personnel are expected to:
1. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
 2. Initiate teacher/student/counselor conferences, as necessary, as a way to resolve problems.
 3. Regularly review with students their educational progress and career plans.
 4. Provide information to assist students with career planning.
 5. Encourage students to benefit from the curriculum and extracurricular activities.
 6. Communicate regularly with students, parents and other teachers concerning student growth, achievement and behavior.

7. Report to appropriate school personnel any information that in their opinion might lead to the prevention of a violent act.
 8. Employ nondiscriminatory counseling methods.
 9. Confront issues of discrimination, harassment, retaliation or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
 10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
 11. Report incidents of discrimination, harassment and/or retaliation that are witnessed or otherwise brought to an administrator's attention in a timely manner.
- D. Principals - Principals and other administrators are expected to:
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
 2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrator and approach the principal for redress of grievances.
 3. Evaluate on a regular basis all instructional programs.
 4. Support the development of and student participation in appropriate extracurricular activities.
 5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
 6. Report to appropriate school personnel any information that in their opinion might lead to the prevention of a violent act.
 7. Confront issues of discrimination, harassment, retaliation or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
 8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting
 9. Report incidents of discrimination, harassment and/or retaliation that are witnessed or otherwise brought to an administrator's attention in a timely manner.
- E. Superintendent - The superintendent is expected to:
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
 2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
 3. Inform the Board about educational trends relating to student discipline.
 4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
 5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
 6. Report to appropriate school personnel any information that might in their opinion lead to the prevention of a violent act.
 7. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
 8. Confront issues of discrimination, harassment, retaliation or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
 9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- F. Board of Education - The Board of Education is expected to:
1. Collaborate with student, teacher, 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.

2. Adopt and review by the first Board Meeting in September annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.
4. Report to appropriate school personnel any information that might in their opinion lead to the prevention of a violent act.
5. Develop policies that create a school environment that is free from discrimination or harassment.
6. Develop guidelines for school training programs to discourage discrimination or harassment.
7. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.

Definition of Terms

A. *Chronic Offenders* - If consequences are deemed ineffective after numerous attempts to modify behavior which interrupts the educational process, an informal meeting with the principal will occur. Parents/guardians will be contacted to take the student home for the remainder of the day. A conference will be arranged. Parental involvement will be mandated as a key component to rectify misbehavior.

B. *Cyberbullying* - means harassment/bullying, as defined below, through any form of electronic communication. While LaFayette Junior-Senior High School students do not have online email access, cyberbullying off campus may have in-school implications. Cyberbullying may include, but is not limited to:

- Flaming – a message that contains angry and vulgar language
- Cyber Stalking – persistent threats of harm that make a person fear for his/her safety
- Denigration – cruel gossip that damages someone's reputation or friendships
- Impersonation – breaking into someone's account, posing as that person, and sending messages to make him/her look bad or to get him/her into trouble
- Trickery – fooling someone into sharing secrets that are then sent to others
- Exclusion – barring someone from a group, such as a buddy list or game

We encourage students to report online bullying. Do not delete the offending message, preserve the evidence and tell an adult.

C. *Detention* – Detaining a student after school hours

1. After School Detention – Time frame determined by schedule and staffing. Student will be detained after school hours with an expectation that the student will work on school assignments. Bus transportation will be available
2. Saturday Detention – Requiring student to serve a detention on a non-school day. No transportation to or from the school will be provided.

D. *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.

E. *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, sex or any other legally protected status.

F. Disruptive Student – 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.

G. 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.

H. 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.

I. Gender - means a person’s actual or perceived sex and includes a person’s gender identity or expression.

J. Harassment/Bullying - The creation of a hostile environment by conduct or by threats, intimidation or abuse (including cyberbullying) that: (a) 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; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) 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.

The phrase "threats, intimidation or abuse" includes both verbal and non-verbal actions. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation,
- gender (including gender identity and expression, or
- or any other legally protected status.
- Gender identity is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

Specifically, such conduct can include any verbal, written or physical conduct which offends, denigrates, or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to derogatory remarks, jokes, demeaning comments or behaviors, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, etc.

Bullying can be direct or indirect:

Direct Bullying – the bully confronts the victim face to face. Examples include verbal harassments, threats, physical attacks or social embarrassment.

Indirect Bullying – the bully attacks the victim’s social standing or reputation, usually when the victim is not around. Examples would include spreading malicious gossip, writing insulting graffiti, organizing a peer group to ostracize classmates, staring, pointing at the victim.

SEXUAL HARASSMENT POLICY

The LaFayette Central School District Sexual Harassment Policy prohibits employees, students and other individuals from making unwelcome sexual advances, requests for sexual favors, threats and other verbal or physical conduct of a sexual nature to other employees or students when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education, or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or (3) such has the purpose or effect of unreasonably interfering with an individual's work or school performance, or creating an intimidating, hostile or offensive working or learning environment. Examples of conduct that may be interpreted as sexual harassment include, but are not limited to, lewd or sexually suggestive comments; off-color language; jokes of a sexual nature; sexual slurs and other verbal, graphic or physical conduct relating to an individual's sex; and the display of sexually-explicit pictures, greeting cards, articles, books, magazines, photographs, or cartoons. The Superintendent is the designated equal opportunity coordinator and any violation should be brought to his/her attention.

K. Hazing – Hazing means committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical, or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student's willingness to participate (conduct has the potential to endanger the mental or physical health or safety of a student).
2. Any hurtful, aggressive, destructive or disruptive behavior such as striking, whipping, sleep deprivation, restraint or confinement, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Substance Abuse – use or abuse of tobacco, alcohol or illegal drugs.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to emotional, physical or psychological stress, dignity of the students or discourages the student from remaining in school.
5. Any activity that causes the student to perform a task or act that involves violation of state or federal law or of school district policies or regulations.

Reporting Hazing – In order for the Board of Education to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of hazing, and persons with knowledge of hazing report the incident immediately to the appropriate supervisor. The district will promptly investigate all complaints of hazing either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

The LaFayette Board of Education prohibits all acts of discrimination, harassment, bullying (including "cyberbullying") and retaliation related to same by employees, students, or visitors on school property or at a school functions. When discovered, harassment or bullying (including cyberbullying) and/or retaliation will result in severe consequences up to and including the referral to law enforcement officials.

L. In School Suspension – (ISS) – Removing a student from his/her normal class schedule and placing him/her in an alternate location with supervision. Class work will be requested from his/her teachers with the expectation that the work will be completed during this time frame. ISS is generally assigned as one full day, but may be modified.

M. Informal Conference – Pursuant to New York State Education Law section 3214(3), the suspending authority must notify the student of the charged misconduct, and if the student denies the charges, provide the student with an explanation of the out of school suspension. On request, the student and the student's parents must be given an opportunity for an informal conference with the building principal. At the informal conference, the student and/or the student's parent has a right to present the student's version of the incident and to question the complaining witnesses against the student. When suspension of a student for five days or less is proposed, the

district must immediately provide the parents with written notice delivered by personal messenger, express mail, or an “equivalent means reasonably calculated to assure receipt” within 24 hours of the decision to propose suspension. Although notification of the proposed suspension must be provided where possible by telephone if the district has the parent’s phone number, oral notification is not sufficient notice even when followed by same day regular mail notification.

N. *Out of School Suspension* – (OSS) – Administration may exercise the authority to remove a student from school for up to 5 days. At the time of the suspension, parental/guardian notification is required and all attempts will be made to contact the parent/guardian by phone. Written notification will also be provided prior to suspension. During suspension, a student is entitled to 2 hours per day of tutoring to be arranged through Guidance. **You and your son/daughter have the right to an informal conference with administration at which time he/she may give his/her version of events, and, upon request, you may question complaining witnesses. Please call the school if you wish to schedule a conference.** During the course of this suspension, students are not permitted to attend any school functions, enter any school buildings or come on to any school property. A violation of this requirement may result in prosecution for trespassing and further school discipline.

O. *Retaliation* occurs when any employee, student, or visitor mistreats any person because he/she reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying.

P. *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.

Q. *School Function* – Any school sponsored extra-curricular, co-curricular or other event or activity.

R. *School Property* – In or within any building, structure, athletic playing area, playground, parking lot or land contained within the real property boundary line on a public elementary or secondary school, or in/on a school bus as defined in Section 142 of the NYS Vehicle and Traffic Laws.

S. *Sexting* – The use of a cell phone to take and send a sexually explicit photo to another cell phone use, with or without the consent of the person pictured. Federal law regards child pornography as “any visual depiction of a minor (any person under the age of 18) engaging in sexually explicit conduct.” New York law regards a “child” as less than 16 years of age and violations of New York’s child pornography laws are listed as felonies.

T. *Sexual Orientation* - means actual or perceived heterosexuality, homosexuality, or bisexuality

U. *Suspension from Transportation* – If a student does not conduct him/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or superintendent. In such cases, the student’s parent will become responsible for seeing that his or her child gets to and from school safely. 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 building principal, and all parties involved, to discuss the conduct and the penalty involved if applicable.

V. *Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges* – A student subjected to a suspension from athletic participation, extra-curricular 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.

W. Technology and the Right to Privacy - We respect the right for staff and students to be notified if they will be videotaped, audiotaped, recorded, photographed and/or imaged in any manner. Any **unauthorized** videotaping, audiotaping, photographing, recording and/or imaging of a student or staff member will be regarded as a violation of this right to privacy and will result in one or more of the following consequences dependent upon the situation and implications of the offense;

- Out of School Suspension
- In School Suspension
- Notification of Law Enforcement
- Superintendent's Hearing

In addition, if District Technology is involved, the District Technology/Internet Usage Policy will automatically apply.

X. Violent Student – A student under the age of 21 who:

- ~ Commits an act of violence upon a school employee, or attempts to do so.
- ~ 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 a school function, or attempts to do so.
- ~ Possesses, while on school property or at a school function, a weapon.
- ~ Displays, while on school property or at a school function, what appears to be a weapon.
- ~ Threatens, while on school property or at a school function, to use a weapon.
- ~ 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.
- ~ Knowingly and intentionally damages or destroys school property.

Y. Weapon – A firearm as defined in the Gun-Free Schools Act (18 USC Section 921) as well as 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 for such purposes.

Disciplinary Guidelines for Student Behavior

All students are expected 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. To ensure an atmosphere that is conducive to developing a climate for learning, it is necessary to establish certain standards for behavior. Staff members and administrators will use the guidelines stated below when handling student discipline cases. The lists of infractions are not meant to be exhaustive, as it would be impractical to attempt to list everything that could be an infraction of school rules. They are also applicable to all school-sponsored events, both on and off school grounds, as well as when students are on buses.

Disciplinary actions, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. Disciplinary consequences range from an informal conference to prolonged suspension from school. The administration strives to be consistent with the interpretation of rules and application of consequences. On occasion, the administration may exercise its judgment regarding the seriousness of the infraction and the disciplinary outcomes. As a general rule, discipline will be progressive. This means a student's first violation will usually merit a lighter penalty than subsequent violations. When determining consequences, the following may be taken into consideration:

- The nature of the offense and the circumstances which led to the offense
- The age-appropriateness of the consequence
- The student's prior disciplinary record
- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- The extent to which the offense interfered with the responsibility/rights/privileges/property of others
- The extent to which the offense posed a threat to the health and safety of others
- Other extenuating circumstances

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 penalties listed below may be imposed alone or in combination. In the case of chronic or repeated serious misconduct, the administration may impose disciplinary action reserved for more serious types of misconduct. In such cases the Board's desire for progressive discipline and consideration of factors relating to the misconduct shall be taken into account.

LEVEL ONE – A level one infraction is minor misconduct that impedes the teaching/learning process. Classroom teachers will usually handle this kind of misconduct, as they are the first line of authority in dealing with classroom-related misconduct.

Infractions

Defamation
Academic dishonesty
Disrespect towards others
Disruptive/disorderly behavior
Insubordination
Late to class
Possession of disruptive items
Inappropriate language/profanity

Possible Consequences

Warning/verbal reprimand
Conference with student
Teacher detention
Parent contact
Loss of privileges
Counseling referral
Administrative referral

LEVEL TWO – A level two infraction is misconduct whose frequency and seriousness disrupts the climate of the school and its academic purpose. This type of misconduct typically requires administrative action.

Infractions

Bullying
Bus misconduct
Chronic level one infractions
Chronic tardiness to school
Computer/electronic device misuse
Fighting
Forgery
Harassment
Insubordination
Leaving school without permission
Physical altercation
Reckless endangerment
Stealing/theft
Threat to staff/student
Truancy
Use/possession of tobacco products
Vandalism

Possible Consequences

Lunch detention
After school detention
Loss of privileges
In school suspension
Out of school suspension
Police/DSS notification (when applicable)
Removal from class
Removal from school property
Restitution

LEVEL THREE – A level three infraction is misconduct that endangers the health, safety and welfare of others. It is misconduct that cannot be tolerated under any conditions (Twenty Day Rule will not apply).

Infractions

Arson/Fire
Assault
Bomb threat
False alarm/false reporting
Possession of explosive materials

Possible Consequences

Alternative placement
Police notification
Out of school suspension
Removal from school property
Superintendent's hearing

Possession of a weapon
Serious/chronic level two infractions
Tampering with fire equipment
Violation of drug and alcohol policy

Administrative Prerogative – In the case of students who are habitually in violation of the school’s disciplinary guidelines, administrators have the prerogative of applying more serious penalties at any stage.

Twenty (20) Day Rule – Positive behavior may move a student back to a previous level. This step may be taken, as the administrator’s discretion, if the student has not been referred for the same violation within 20 consecutive school days.

Severity Clause – In cases of multiple violations, the consequences of the more serious violation will be considered.

Removal from Class – See “Teacher Removal of Disruptive Students” (page 36-37).

Remedial Responses to Violation of the Code of Conduct

Students who violate this Code may also be referred to remedial action as the facts may warrant, including any of the measures listed below:

- a) peer support groups; corrective instruction or other relevant learning or service experience;
- b) supportive intervention;
- c) behavioral assessment or evaluation;
- d) behavioral management plans, with benchmarks that are closely monitored; and/or
- e) student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

- a) school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- b) adoption of research-based prevention programs;
- c) modification of schedules;
- d) adjustment in hallway traffic and other student routes of travel;
- e) targeted use of monitors;
- f) staff professional development;
- g) parent conferences;
- h) involvement of parent-teacher organizations; and/or
- i) peer support groups

Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his/her designee. Any student observing a person possessing a weapon, alcohol, illegal substance or synthetic cannabinoids (marijuana) on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal’s designee or the superintendent. A teacher shall immediately report and refer a Violent Student to the principal or superintendent for a violation of the code of conduct and a minimum suspension period.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. Oral reports made by or to a staff member shall be recorded in writing by the staff member. The supervisor or their authorized District official will then impose an appropriate disciplinary sanction according to this Code, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol, illegal substance or synthetic cannabinoids (marijuana) 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 building principal or his designee shall 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 principal or his designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification shall identify the student and explain the action that violated the code of conduct and constituted a crime.

Reporting Discrimination, Harassment and Retaliation (including Bullying, Cyberbullying, Hazing, Intimidation, etc.)

The school principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and retaliation; and will promptly take appropriate action to protect individuals from such further conduct. All sexual harassment and gender discrimination complaints will be forwarded to the District's Title IX Coordinator carry out the investigation and, in general, coordinate compliance with Title IX and its regulations, as applicable to the complaint.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. To effectively enforce this policy and to take prompt corrective measures, it is essential that all persons with knowledge of harassment/bullying report such behavior to an administrator including but not limited to the school principal within one school day after the incident is reported or witnessed so that it may be effectively investigated and resolved. A written report of the incident by the school employee reporting same has to be completed within two school days. All complaints and written reports of alleged harassing, bullying and/or retaliatory conduct shall be forwarded to the school building's Dignity Act Coordinator (as defined below) for monitoring.

After receipt of a complaint, the school principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The principal or the principal's designee shall ensure that such investigation is completed promptly and in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the District's Code of Conduct or a material incident of harassment, bullying and/ discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

The Principal must notify promptly the Superintendent and the appropriate local law enforcement agency when he/she believes that any harassment, bullying or discrimination constitutes criminal conduct.

In the event that the Principal is the alleged offender, the report will be directed to the Superintendent of Schools.

All complaints of alleged bullying, discriminating, harassing, and/or retaliatory conduct shall be:

- i. promptly investigated in accordance with the terms of District policy;
- ii. forwarded to the school building's Dignity Act Coordinator for monitoring; and
- iii. treated as confidential and private to the extent possible within legal constraints.

Prevention is the cornerstone of the district's effort to address bullying and harassment. In order to implement this anti-bullying prevention program, the Board will designate, at its annual organizational meeting, the principal at each school to act as the Dignity for All Students Act Coordinator (Dignity Act Coordinator). The Dignity Act Coordinators are:

Jason Ryan LaFayette Jr./Sr. HS jpryan@lafayetteschools.org (315) 677-3131

Each Dignity Act Coordinator shall be employed by the District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or superintendent of schools. These individuals shall 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, sex or any other legally protected status as well as provided with training which addresses the social patterns of harassment, bullying and discrimination; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. The District's designated Dignity Act Coordinators shall be approved annually by the Board of Education and such appointments shall be posted on the District's website.

Please note that all sexual harassment and gender discrimination complaints will be forwarded to the District's Title IX Coordinator who will carry out the investigation and, in general, coordinate compliance with Title IX and its regulations, as applicable to the complaint.

Referrals to Outside Agencies

A. Juvenile Delinquents and Juvenile Offenders - The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

1. Law enforcement will be notified of code violations which constitutes a crime, including but not limited to the following:
 - Possession of dangerous weapons (see Class I infractions)
 - Possession, distribution and/or sale of alcohol, narcotics, or any illegal substance
 - Indecent exposure
 - Assault
 - Theft
 - Arson
 - Vandalism/defacement of school property
 - Bomb threats
 - False alarms
 - Personal threats against staff, student, or anyone
2. Parents are notified of code violations. All referrals are mailed home.
3. Referrals are made to criminal court and PINS petitions are filed when the Guidance Department counselors, the Student Assistance Counselor, administrators, the school nurse, and/or a pupil study team consisting or representatives from above, believe that internal efforts to remediate ungovernable and/or persistently truant students have been unsuccessful. Administration and/or Guidance may initiate the referral.
4. Human Service Agencies are contacted at the discretion of Guidance counselors and/or the administration. Generally a pupil study team will meet to determine the necessity of the referral and guidance counselors will initiate the contacts.

Academic Integrity/Cheating/Plagiarism Policy

This is a District-wide policy to which every student in every subject will be held accountable. Academic integrity is essential for authentic learning. Not only will the student develop a good work ethic, but also the student will become a confident life-long learner.

DEFINITION OF CHEATING:

Webster's Collegiate Dictionary defines cheating as violating the rules dishonestly or practicing fraud or trickery.

Some examples of academic honesty include borrowing a friend's note to study from, explaining to another student how to do example Math problems.

Academically, some specific examples of cheating include but are not limited to: bringing a cheat sheet to a test; getting answers to a test ahead of time from other students; having someone else (peers, siblings, parents) do the homework, assignment or project (this is often referred to as "helping"); and/or turning in an older sibling's work as one's own.

DEFINITION OF PLAGIARISM:

Plagiarism is defined by *Webster's* as stealing or passing of the ideas, words or images of another as one's own; using a created production without crediting the source; committing literary theft; and/or presenting as new and original an idea or product derived from an existing source.

Examples of academic integrity include using quotations in a research project and citing the sources, using a previously created image as the basis for an art project and citing the source.

Some specific examples of plagiarism include but are not limited to: copying information, ideas, or images from books, encyclopedias, web sites, etc., and not indicating the source, buying a paper/essay off the internet, paying someone to do the work for you, inventing sources or page number references.

Students may be asked to turn in assignments both as a hard copy and on a computer disc in order to facilitate checking for plagiarism.

Students will be asked to sign a statement acknowledging their understanding of cheating and/or plagiarism and the consequences if they are caught.

Students will suffer the consequences of cheating regardless of the amount of plagiarism in the piece. In other words, whether the whole assignment or only part of it includes copying, the consequences will be the same.

CONSEQUENCES:

Grade 7 – Zero credit for the original assignment. Students could re-do the assignment or be given an alternative assignment, at the discretion of the teacher. Only a maximum of 75% credit will be allowed for the second assignment. Written documentation (referral) will be recorded by the teacher.

Grade 8 – Zero credit for the original assignment. Students could re-do the assignment or be given an alternative assignment, at the discretion of the teacher. Only a maximum of 50% credit will be allowed for the second assignment. Written documentation (referral) will be recorded by the teacher.

Grades 9-12 – Zero credit for the assignment, no make-up. Written documentation (referral) of the incident.

Should a student be caught cheating/plagiarizing on more than one occasion, a parent-teacher-administrator meeting will be held.

Due Process

A student and/or parent who has concerns regarding the application of any policy may make an appeal in the following order: the Building Principal, the Superintendent of Schools, the Board of Education, the NYS Commissioner of Education.

The Role of Teachers, Administrators, Other School Personnel, the Board and Parents

❖ Role of Teachers and Staff

- Explain rules of behavior to students
- Enforce school rules and maintain order
- Fairness and consistency in enforcing school rules
- Reinforce desired behavior
- Refer students to counselors when appropriate
- Model appropriate standards of conduct, dress, language and respectful treatment of others

❖ Administrators

- Take leadership role in establishing rules of conduct
- Make rules known to students, staff and parents
- Enforce school rules and maintain order
- Fairness and consistency in enforcing school rules
- Communicate and work with parents to help modify student behavior
- Reinforce desired behavior
- Refer students to counselors when appropriate
- Model appropriate standards of conduct, dress, language and respectful treatment of others

❖ Board of Education

- Establish broad policy objectives for:
 - Good conduct
 - Promoting a safe and productive learning environment
 - Authorize administration to enforce policies within legal boundaries
 - Model appropriate standards of conduct, dress, language, and respectful treatment of others

❖ Parents

- Ensure regular and punctual student attendance
- Know the rules of conduct and the consequences and encourage student compliance
- Instill respect of law, authority, rights of others
- Model appropriate standards of conduct, dress, language and respectful treatment of others

Co-Curricular Activities

Students who represent LaFayette in co-curricular activities are the school's and community's ambassadors. Their behavior and performance are reflected both in LaFayette and other communities. We are proud of our students' performance in representing our school and community.

Interscholastic Sports

Mens's – Baseball, Basketball, Cross-Country, Football, Golf, Lacrosse, Soccer, Tennis

Women's – Basketball, Cheerleading, Cross-Country, Lacrosse, Soccer, Softball, Volleyball

Clubs and Activities

- ✓ **Class Cabinets:** (grades 7-12) Students elected by their class serve in many different capacities throughout the year. Students who are elected are automatically involved in Student Council meetings.
- ✓ **Jazz Ensemble and Pit Orchestra:** (grades 7-12) Students must be an active member of the Jr./Sr. High Instrumental Music program. Students will be invited to be a member of the Jazz Ensemble if they meet the requirements of the standard instrumentation of a Jazz Ensemble. The selection and invitation to students will be at the discretion of the Jazz Ensemble director. All students must meet the eligibility requirements established by the Instrumental Music Director as well as the Academic Eligibility requirements established by the school. The above criterion is also true for selection to be a member of the Pit Orchestra for the Drama Production.

- ✓ **Jr. High Math League** is open to 7th and 8th graders only. Students need not be accelerated, just love to solve untraditional math problems. We meet weekly to practice and have 3 meets after school, competing against other schools in Onondaga County. Students can participate in a sport and be on the math team
- ✓ **Junior High Science Olympiad** is open to 15 students in Grades 7-9. Students participate and compete in a number of events related to science and technology. Some events test knowledge while others involve construction. Information on joining will be announced in September. The competition is in February. Meetings will be held in between.
- ✓ **Mock Trial** Team is open for students in grades 9-12. Each year the participating schools are given a court case. The team must thoroughly study and learn the facts of the case, study and learn the associated law, and be able to present both the prosecution and defense sides of the case. Local schools compete against each other in a very rigorous tournament.
- ✓ The **Musical** is on the 3rd Friday and Saturday of March. Auditions are held on the Monday and Tuesday of November before Thanksgiving recess. Students in grades 7-12 are encouraged to audition.
- ✓ **National Junior Honor Society** is for grades 7-9. Students with cumulative grade point averages of 85 or higher are eligible to apply for membership. Selection is based on scholarship, citizenship, character, service, and leadership. Our activities consist of college visits, community service activities, fundraising for community service/scholarships, teacher appreciation luncheon, and buddy program for incoming seventh graders. Meetings are held once per month, on Monday afternoons after school. Inductions will be held twice per year--once in the fall and once in the spring.
- ✓ **National Senior High Honor Society** is for grades 11 and 12. Students with cumulative grade point averages of 85 or higher are eligible to apply for membership. Selection is based on scholarship, citizenship, character, service, and leadership. Activities are planned each year. We hold an annual Blood Drive for the American Red Cross and students participate in the Walk for Breast Cancer.
- ✓ **Native American Club** is for Native American students in grades 7-12. Students organize different activities, which include but are not limited to peer tutoring/mentoring, lunch groups, sharing of traditional Native American cuisine with non-Native American students, and longball tournaments. Students in the Native American Club offer support to each other during academic and cultural transitions from ONS and Grimshaw to the Junior-Senior High School.
- ✓ **Outdoor Education Club/ECOS** is open to grades 7-12. We participate in hands-on projects, archery, have guest speakers (outdoor careers), and field trips. Meetings on Tuesday/Thursday afternoons, and occasional Saturday meetings(Earth Day, game dinners, hunter safety)
- ✓ **Senior High Math League** is for any student in grades 9 to 12. We have four meets in the regular season on the first Tuesdays of October, November, December and January. Fabius-Pompey and East Syracuse are in our division and we compete against them during these four meets. In February, there is the all-county math meet with all the county's high schools. All students are eligible to participate. The major requirement is that they be willing to try their hand at math problems. If they score in the top thirty in the county, they are invited to join Team Onondaga to compete at the state level sometime in March.
- ✓ **Senior High Science Olympiad** is open to 9th through 12th graders in good academic standing. Event takes place in February, preparation starts in November. Our school competes with other schools in a variety of science related activities.
- ✓ **Spanish Club:** (grades 8-12) All Spanish students are welcome to join. As a member of this club, you will dance, participate in the Day of the Dead activities, have a carnival, have a piñata, and participate in the Cultural Fair.

- ✓ **Student Council** is open to all students in grades 7-12. We are a group that plans activities for our students, staff, and community. We perform community service acts as well as raise money for charities. Student Council promotes school spirit as well as fosters the leadership of our student body. Students who hold a class officer position are automatically involved in Student Council.
- ✓ **Teen Institute** is open for students in grades 9-12. Teen Institute holds a prevention conference each fall that focuses on leadership development, while enhancing self-esteem and group interaction skills. The main focus of the retreat is alcohol and other drug prevention. Students that attend Teen Institute then return to their school community with an action plan that focuses on alcohol and drug prevention.
- ✓ **Vocal Ensembles:** (grades 9-12) Students must be an active member of the Jr./Sr. High Choral program. The selection and invitation to students will be at the discretion of the Vocal Ensemble director. All students must meet the eligibility requirements established by the Vocal Music Director as well as the Academic Eligibility requirements established by the school.
- ✓ **Yearbook** is open for all students in grades 7-12. Students interested and participate in Photography and design layout on the computer. Our fund raising is selling Carmel Apples at Apple Fest, soliciting ads from businesses and community. We utilize the skills and interests of students. We decide in September a meeting time that is convenient for the majority.

National Honor Society

The Senior High National Honor Society is an organization for students in grades 11 and 12. Admission to the society is based on the following criteria: service, character, leadership, and citizenship. In order to qualify for consideration, a student must have an academic average of 88. Throughout the school year the membership, under the direction of the faculty advisor, provides a variety of services to the school and community, the most notable being sponsorship of the Red Cross Blood Drive. Students are encouraged to consult the membership requirements posted in October.

Membership in the Society is one of the highest forms of recognition available for high school students. We encourage all students to work toward membership qualification.

National Honor Society Selection Criteria

1. The minimum GPA of 88%.
 2. An essay will be required as part of the application process.
 3. Teachers will be provided with access to student applications enabling them to better assess applicants with regard to service and leadership.
- All students will be notified through the district newsletter of the application procedure (it is also published in the Student/Parent Handbook).
 - Cumulative grade point averages for all 11th and 12th grade students are calculated. Eligible students must have an average of 88% or above with no quarter or final grade lower than a 70 during the previous year, and no loss of course credit due to non-compliance with the attendance policy.
 - Applications are mailed to all eligible students. Students who do not receive an application, but wish to be considered must see the chapter advisor.
 - Each eligible and interested student must return the student activity information form by the stated deadline. Late applications will not be accepted. This form documents the student's co-curricular activities, leadership positions, community involvement awards and work experience. An essay is required as part of the application process. Applications will not be considered without a written essay.
 - Every faculty member is given written criteria and asked to assess each candidate on the qualities of character and leadership, using a rating scale of 1-5. Faculty will be provided with access to student applications.
 - A confidential faculty council, consisting of 5 volunteers is chosen. The members of this council are given copies of the student's activity information forms in order to rate the students on the quality of service.

- All rating forms are then tallied by the advisors and the results are given to the faculty council. The council meets to discuss each candidate's credentials. After due consideration, the council votes on each candidate. A simple majority qualifies a student for membership.
- Candidates are then notified by mail as to whether their application has been accepted or rejected for the current school year. Those students who are not selected for admission are encouraged to apply again for the following school year.

National Junior Honor Society

The National Junior Honor Society is sponsored by the National Association of Secondary School Principals. It is a nationally recognized program for Junior High School students.

Students are chosen for membership in the National Junior Honor Society on the basis of scholarship, leadership, and character. All students have a fair and equal opportunity to be considered for membership. The selection process must be fair and non-discriminatory. The LaFayette chapter uses the following selection process:

- All students will be notified by letter of the application procedure.
- Cumulative grade point averages for all seventh and eighth grade students are calculated. Eligible students must have an average of 85 or above with no quarter or final grade lower than a 70 during the previous year, and no loss of credit due to attendance problems.
- Applications will be hand delivered to all-eligible students. A letter will be sent home to parents.
- Each eligible and interested student must return the application by the stated deadline. Late applications will not be accepted.
- Each student will deliver a recommendation form to three current or past teachers. The entire Junior High faculty *may* be asked for assessment of the student, using a 1-5 point scale.
- A confidential faculty council, consisting of five volunteers, is chosen. The members of this council are given copies of the student's activity information, applications, and teacher recommendations in order to rate the students on the qualities of service, leadership and character.
- All rating forms are tallied by the advisor(s) and given to the faculty council. The council meets to discuss each candidate's credentials. After due consideration, the council votes on each candidate. A simple majority qualifies the student membership.
- Candidates and parents are notified as to whether the application was accepted or rejected for the current semester. Those students not selected for admission are encouraged to apply again the following semester.

GUIDELINES FOR PARTICIPATION IN EXTRA CURRICULAR AND/OR CO-CURRICULAR ACTIVITIES

Participation in these programs provides many opportunities for enrichment in a student's overall educational program. These guidelines are intended to set forth standards, rules, expectations and procedures associated with such participation. All students who would like to participate in co-curricular activities shall be subject to the Student Code of Conduct and all related matters as set forth in the Student Handbook. Eligibility consists of two integral components: 1. Academic Requirements and 2. Behavior/Conduct Requirements.

Academic Requirements

Co-curricular activities are an extension of the school day and provide students with learning experiences which are an integral component of their educational program. Involvement in co-curricular activities can have a positive influence upon a student's success in the classroom, however, success in the classroom must be the priority. For that reason, the following eligibility standards have been established:

1. Each student must carry a minimum of six courses including physical education.
2. Interim progress reports and quarterly report cards will be used to determine a student's academic eligibility status.
3. All students, regardless of their academic standing, will be permitted to participate in try-outs for a co-curricular activity. Students' grades will be reviewed two weeks following the completion of try-outs. Students failing three or more courses will be ineligible for the remainder of the quarter or season, whichever comes first.
4. Any student participating in a co-curricular activity who is failing two courses at the time of an eligibility status check will be placed on probation for ten (10) school days, beginning the Monday following the status check. The student may not participate in competitions, performances, and/or club or class activities

during the probationary period. Students who are on probation will be allowed to continue to participate in practice sessions.

5. Any student participating in a co-curricular activity who is failing three or more courses at the time of an eligibility status check will be ineligible to participate in all co-curricular activities. The student will remain ineligible for the remainder of the quarter or season, whichever comes first.

Implementation

1. A list of students failing two or more courses at the close of each five-week progress reporting period and at the close of each ten-week report card period will be generated by the Counseling Office and distributed to all faculty, coaches, advisors and administrators. The courses each student is failing will be identified.
2. Parents/guardians of students who are failing two or more courses will receive telephone contact from the counseling office and a letter from the Principal informing them of their child's status.
3. All students failing two or more courses will be required to obtain an Eligibility Status Form from the District's Athletic Coordinator. The purpose of the form is to allow teachers to communicate the student's updated status. The Eligibility Status Form must be completed and returned to the District Athletic Coordinator as follows:
 - Ten (10) school days after a student is deemed to be on probation.
 - Fifteen (15) school days after a student is deemed to be ineligible.
4. Failure to submit a completed Eligibility Status form on time will result in probationary students becoming ineligible and ineligible students remaining ineligible. Their status will be reevaluated at the time of the next eligibility status check.
5. Students whose status is either probationary or ineligible are strongly encouraged to meet at least once a week for academic support with the teacher of each course the student is failing.
6. Changes in eligibility status will become effective as of the Tuesday following the day that interim reports/report cards are issued.
7. If, at the end of the probationary period, a student is failing two courses, the student will become ineligible until the next eligibility status check.
8. If, at the end of the period of ineligibility, a student is failing three or more courses, the student will be dropped from the co-curricular activity.
9. Students who were previously on probation must be passing both courses at the time that their eligibility status is rechecked in order to return to full participation.
10. Students who were previously ineligible must be passing all three courses at the time their eligibility status is rechecked in order to return to full participation.
11. Course final averages will be used to determine eligibility for the start of the next school year, as will a summer school final report card.
12. Incomplete grades will be reviewed by the school Counselor and the Principal to determine contributing factors and the impact of the incomplete grade upon the student's eligibility status.

Please note that athletic seasons and other co-curricular activities do not adhere to the same five-week or ten-week calendar as our progress reports and report cards. Sometimes a co-curricular activity is already underway when a student experiences academic difficulty. Decisions are based on our school mission which prioritizes academic achievement while respecting and recognizing the value of co-curricular participation. This balance is sometimes difficult to achieve, but we strive to execute the policy fairly and consistently.

Co-Curricular Code of Conduct

Developing a co-curricular code of conduct, such as with any code of conduct, must pre-suppose an intrinsic code of honor. Because participation in co-curricular activities is a privilege, not a right, we have an expectation that a code of honor is inherent in all clubs, on all teams, in any activity. The following Co-Curricular Code of Conduct relies on honorable behavior at all times, in all places, with all people. Anything less will result in the loss of the privilege to participate in a co-curricular activity.

Policy

Since participation in Co-Curricular activities is a privilege and students are representatives of the LaFayette School District, student members are held to higher behavioral expectations. These expectations are in effect 24 hours a day, 7 days a week. All students must adhere to the Co-Curricular Code of Conduct beginning the first day of school or the first day of participation if the activity begins prior to the start of the school year. Students are not

allowed to participate until all appropriate paperwork is completed and turned in to the respective coach/advisor of the group.

Co-Curricular Activities Subject to the Code of Conduct

Any student that is participating in a club or activity that is sponsored by the LaFayette Central School District is under the regulations set forth in the Co-Curricular Code of Conduct. These clubs/activities include, but are not limited to: All sports – Modified, JV, Varsity and Cheerleading, Class Cabinets, Class Offices (Grades 7-12), Student Council, School Newspaper, Science Olympiad, Drama Club, Yearbook, Math League, Teen Institute, Mock Trial, ECOS, International Clubs, Stage Band/Jazz Band, Vocal Ensemble, Outdoor Ed Club, Chess Club, Drug Quiz Team, Native American Club, Prom Court, and Homecoming Court.

In addition, students that are selected to participate in post-season competition are governed by the Co-Curricular Code of Conduct. This includes but is not limited to: exceptional senior games, culminating all-star games, and/or any activity whose participation is based upon the performance of the student while acting in the capacity of the LaFayette Central School district.

Behavioral Expectations

Infractions that will result in administration of the aforementioned penalty include, but are not limited to:

- Class I & II Infractions as per LaFayette Junior-Senior High School Code of Conduct
- Possession of a dangerous weapon
- Possession/distribution/consumption or facilitation of use of drugs or alcohol
- Assault
- Arson
- Bomb Threats
- Theft
- Cybercrime
- Arrest

Penalty for breaking the Co-Curricular Code of Conduct

First violation:

Student found in violation of the Co-Curricular Code of Conduct will be immediately removed from participation in all co-curricular activities they are participating in at the current time. The removal will last 10 weeks from the time of the dismissal. At the midpoint of the suspension the student will have the option to petition the review committee to possibly have the suspension lessened.

Second violation (within the same academic year):

Students found in violation of the Co-Curricular Code of Conduct will be immediately removed from participation in all Co-Curricular activities for 6 months from the time of the incident with no opportunity for review.

Team/Club Standards

- All students must receive a sports physical (if playing a sport) before participating in any practice or contest. Sports physicals may be provided by the District Physician. Physicals provided by the student's personal physician must be accepted and approved by the District Physician. A sport physical will be valid for one school year, subject to review if there is a significant injury or illness as determined by the District representatives. A sports physical update by the District Nurse must occur prior to participation in the student athlete's next sports season.
- All students must attend all practices, meetings and performances unless excused by the coach/advisor.
- All students must demonstrate respect for all people involved at any event. This includes the avoidance of physical or verbal abuse, including so-called "trash talking."
- Students must demonstrate control over emotions and language.
- Students must follow any specific rules provided by the team coach or advisor.
- All students must ride the district bus to and from all contests and performances requiring travel. Any student may receive permission from his or her coach/advisor/athletic director to ride from a

contest with his or her parent/guardian, and only with written permission as specified in the district policy.

Administration Guidelines

It is the intention of the district, athletic coordinator, coaches and advisors to provide a positive experience for all students in the district's co-curricular programs. These guidelines have been developed to enhance that experience and to clearly define district, athletic coordinator, coach and advisor expectations for such participation. The athletic coordinator, coach, advisor and building principal shall have the general administrative authority to implement these guidelines, and to address those situations which may not be specifically set forth in this document. The district athletic coordinator and building principal further reserve the right to amend these guidelines and to provide notice of such amendments to all parents and students participating in the district's co-curricular programs.

Student Responsibilities for Co-Curricular Activities

Attendance – All students must be on time and in attendance for the entire school the day before, the day of and the day after a contest or activity. Tardiness or absence of the student on any of these days will make the student ineligible to participate in the next activity or contest. Tardiness will be determined by the start of first period at 8:00 am. If the absence or tardy occurs on the day before an activity or contest, the student will not participate in the next day's activity or contest. If the absence or tardy is on the day of an activity or contest, the student will not participate on that day. If the absence or tardiness is on the day after the activity or contest, the student will not participate in the next scheduled activity or contest. Monday is considered the day after a Friday or Saturday activity or contest. Tardiness and/or absence from school for medical, religious, bereavement and/or educational reasons (i.e. field trip, college visit, etc.) will be recognized with appropriate documentation and no penalty will be administered.

Equipment/Uniforms – It is the responsibility of a student athlete to return all issued equipment and clothing to the team coach. Failure to comply with this guideline will result in the student not being allowed to participate in another sport/activity until equipment is either returned or paid for. The Athletic Coordinator and/or School Principal will notify parents and students of the missing equipment and the amount of payment due to the District for replacement.

Hazing – Hazing, in any form, is forbidden by New York State law. Hazing is “any action or situation which intentionally or recklessly endangers the mental or physical health of a student” for the purpose of initiation or association with a team/club/organization. Persons in violation shall be subject to district discipline.

Injuries and Insurance – Parents will be advised of the fact that there are inherent risks associated with participation in interscholastic athletics. Even with proper instruction and all available safety precautions, it is possible for injuries to occur. Students shall report any injury to his/her coach immediately. Parent's insurance will apply first for any accident or injury. The District will maintain an insurance policy to supplement the parent's insurance and to assist those who do not have any health and accident insurance coverage. Questions regarding this coverage should be referred to the district office.

Outside Team Rule (Athletes only) – The New York State Public High School Athletic Association permits outside (non-school sponsored) competition. Student athletes must recognize that commitment to the school team is the first priority and outside participation should not be detrimental to the student athlete or the school team. Any outside participation should only occur following notification to and approval from the coach of the school team. In circumstances where the outside activity conflicts with the school team schedule, the school team schedule shall be followed. Failure to comply with this provision will result in discipline to the student athlete, including suspension from practices, contests or continued participation with the sport program as determined by the coach and Athletic Director.

Practices/Meetings – All students need to be in attendance at all scheduled practices/meetings unless excused by the coach/advisor. The student may not participate in a contest/activity if he/she missed the practice/meeting the day before the contest. Any student missing two or more consecutive days of practices/meetings will not be allowed to participate in one contest/activity. Exceptions may be made for documented medical excuses.

School Discipline – Any student who is assigned In School Suspension for two or more consecutive days is not eligible to participate in any practice/meeting/contest during the suspension time frame. Any student that is assigned to Out of School Suspension is not eligible to participate in any practice/meeting/contest during the suspension time frame.

Selective Classification (Athletes only) – Students in grade 8, who are exceptional athletes, are provided an opportunity to try out for a freshman, junior varsity and/or varsity team if they meet the requirements of the selective classification process. This is not an **open** tryout. It is a recommendation by past coaches. Students must meet the requirements of the New York State Selective/Classification Program. These requirements may be obtained from the Athletic Coordinator.

Sportsmanship – Sportsmanship is the demonstration of generosity and genuine concern for others. It is a concrete measure of the understanding and commitment to fair play, ethical behavior and integrity. It is expected that LaFayette students show good sportsmanship at all times. Students should show respect for officials, coaches, fans, teammates, opponents and one's self. The district may take disciplinary action in instances of unsportsmanlike behavior, even if an official or event host of the event does not act upon such behavior.

Transportation – Each student will be transported to all away events by school-authorized vehicles only. Exceptions may be made with the Athletic Coordinator's or Principal's permission. If a student is to leave any away activity or contest with a parent/guardian, they must first be signed out with the coach by a legal guardian before the student will be allowed to leave the activity or contest site. Failure to do this may result in the student losing this privilege in the future. If a student is to go home with a designee, they must have a signed note that has been authorized by the Athletic Coordinator or Principal, prior to the day of the event.

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 are afforded 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 State and Federal laws and regulations.

Teacher Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach, making 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, but are not limited to: (1) sending a student into the hallway briefly; (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor for counseling. Management techniques such as these do not constitute disciplinary removals for purposes of this process.

For purposes of the guidelines stated below, 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 education 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.

Procedure

When efforts by the teacher to modify a student's classroom behavior have not been successful, the following procedure will apply:

1. The teacher will send the student to the Main Office for being disruptive and notify the Main Office that the student is being sent.
2. Before the student leaves the room, the teacher will explain to the student why he/she is being removed.

3. The teacher will complete a Class Removal Referral and meet with the principal to review the situation no later than the morning of the next school day.
4. Before a removal occurs, the principal will meet with the student to allow the student to explain his/her version of the relevant events. This meeting will take place within 24 hours of the meeting with the teacher.
5. The principal will notify the student's parent by telephone of the temporary removal, as well as the parent's right to an informal conference with the principal. Written notification will follow the telephone contact.

Guidelines

1. The length of a temporary removal will be no more than two days. The two days will be in addition to the day of removal.
2. The number of temporary removals a student may have will be limited to two (2) for the same class.
3. The assignment to in-school suspension will be for the class period of the removal only. The student will attend each of his/her other classes.
4. During the removal, the teacher will provide classwork for the student to complete while assigned to in-school suspension.
5. If a student continues to be disruptive following the second temporary removal, he/she may be removed from the class indefinitely pending a Superintendent's Hearing.
6. Teachers will maintain a record of actions taken to modify the student's behavior prior to the temporary removal.

Administrative Procedure

1. Notify the parents within 24 hours of the reason(s) for the removal.
2. The student/parent will be given an opportunity to discuss reasons with principal. If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This should take place within 24 hours of removal. The teacher will attend for clarification.
3. Principal will decide, by the close of business on the day following the opportunity to be heard by the principal, whether or not the discipline will be set aside. Principal may set aside discipline if:
 - a. The charges against the student are not supported by substantial evidence
 - b. The student's removal is in violation of the law
 - c. The conduct warrants suspension, which will be imposed

Student Protests – No activities are permitted on school grounds which interrupt the academic mission. As always, failure to attend classes may result in both academic and behavioral consequences.

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. A student's dress, grooming and appearance shall be safe, appropriate and not disrupt or interfere with the educational process. The U.S. Supreme Court ruled in the 2007 *Morse V. Frederick* case to "...allow schools to restrict student expression that they reasonably regard as promoting illegal drug use." LaFayette has established the following dress code:

Inappropriate attire includes the following:

- 1) Extremely brief garments such as tube tops, net tops, halter tops, and short shorts, plunging necklines (front and/or back) and see through garments are not appropriate. Clothing should not be too tight.
- 2) Underwear must be completely covered with outer clothing.
- 3) Footwear is required at all times and should be appropriate for activities for that day. Footwear that is a safety hazard is not allowed.
- 4) The wearing of hats in the building is prohibited except for medical or religious purposes or to celebrate special events sanctioned by school personnel. This also includes scarves and hoods.
- 5) Items that are vulgar, obscene, and libelous or denigrating to others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability are prohibited.
- 6) Items that promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities are prohibited.
- 7) Outerwear (unless warranted by building climate conditions)

- 8) Sunglasses do not need to be worn in the building (on the head, face, around the neck) unless medically necessary.

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.

School Searches

Searches of students and their belongings:

Both the United States Supreme Court and the NY Court of Appeals have held that the Fourth Amendment's protection against unreasonable searches and seizures is applicable to students in public schools. There are two different standards the courts use to determine whether a school search is reasonable under the Fourth Amendment. The courts will consider some school searches to be reasonable upon a showing that the search was **reasonable under the circumstances** (similar to the standard of reasonable suspicion while other school searches will only be reasonable if there is a **probable cause**). Both police and school officials are government actors. The standard applicable to a given search depends on who is conducting the search and the reason for the search. Traditionally the cases fall into two categories as follows:

- Searches by school officials will be lawful as long as the search is **reasonable under the circumstances**.
- Searches by police officers must be supported by the higher standard of **probable cause**.

In order to be reasonable under the circumstances a search by school officials must be:

1. **Justified at its inception**, and
2. **Reasonably related in scope** to the circumstances which initially justified the interference.
 - Under ordinary circumstances, a search of a student by a school official will be **justified at its inception** where there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating the law or a school rule.
 - The search will be **reasonably related in scope** when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age of the student and the nature of the infraction.

Locker Searches:

You may use your locker to store school-related materials and authorized personal items. You may not use your locker to store illegal or unauthorized items, items in violation of school policy or rules, or any other items that are determined by authorized school personnel to be a potential threat to the health, safety or welfare of you or others.

It is important to distinguish between the search of a student and the search of a locker, desk or other item which, while assigned to the student, belongs to the school.

Please know

- that the school owns and controls all the lockers
- that the lockers are provided for the storage of school related material only
- that students should not expect privacy in anything they place in the locker
- that lockers are secured only to maintain privacy between students
- that the school has the authority to access the lockers at any time and to inspect the contents.

Lockers may be opened and searched at any time. This may be done without prior notice, without a search warrant, and without consent by the student, parent or guardian. Inspections may be conducted by authorized school personnel and/or law enforcement officials. At times, they may be conducted with the assistance of drug-detecting dogs.

Random or blanket searches of school lockers and their contents help deter violations of school rules, ensure proper maintenance of school property, and provide greater security for students and personnel. Therefore, the school may search lockers and their contents at any time on a blanket or random basis. (This means a search of either all of the lockers or randomly selected lockers in the entire school building or part of it.) A search may be conducted without warning, and without the need for suspicion that prohibited items are present in a particular student's locker.

The school may search a **particular locker or lockers** when there is reasonable suspicion that the locker(s) being searched contains prohibited items.

School officials may seize any prohibited items that are found. Such items may be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials.

Public Conduct on School Property - In our vigilant efforts to promote a safe, respectful environment, it is necessary to place restrictions on public conduct on LaFayette School District property and at school functions. The following code is intended to maintain public order and protect the rights of others:

No person or persons may:

- 1) Injure, threaten or harass others
- 2) Damage or remove District property
- 3) Disrupt classes, games, programs, activities, events
- 4) Distribute/display/wear materials that are obscene, libelous, advocate illegal activity, and/or are disruptive to the educational programs
- 5) Intimidate, harass or discriminate on the basis of race, color, rationality, religion, age, sex, sexual orientation, or disability
- 6) Enter any portion of school premises without authorization
- 7) Obstruct or impede the movement of any person in any place that this code applies
- 8) 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. We are a "Drug Free School Zone" and harsh legal penalties apply.
- 9) Possess/use firearms or other weapons including but not limited to air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray 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 LaFayette School District.
- 10) Loitering on school property
- 11) Gambling on school property or at school functions
- 12) Inciting others to commit acts prohibited by this code
- 13) Refusal to comply with any lawful order of District officials in performance of their duties
- 14) Violation of any federal or state statute, local ordinance or board policy while on school property or at a school function.

Penalties for Violation of This Code

Penalties will range from request to comply with the code to summoning of law enforcement and potential criminal prosecution. Students, faculty members are subject to immediate ejection and possible further disciplinary action.

Enforcement

The Superintendent shall be responsible for enforcing the conduct required by this code. The superintendent may designate the other LaFayette School District staff who are authorized to take action consistent with the code.

When the Superintendent or his/her designee(s) 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 designated school official shall tell the individual that the conduct is prohibited, and attempt to persuade the individual to stop. The school official 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 designated school official shall have the individual removed immediately from LaFayette School District property or the LaFayette School District function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The LaFayette School District shall 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 of the Code of Conduct

Each year the district will:

1. post the complete Code of Conduct on the District's web site, including any annual updates or amendments to the code;
2. provide copies of a summary of the Code of Conduct to all students, in an age-appropriate version, written in plain-language, at a school assembly to be held at the beginning of each school year;
3. mail a plain language summary of the Code of Conduct to all persons in parental relation to students before the beginning of each school year and making such summary available thereafter upon request;
4. provide each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the code as soon as practicable following initial adoption or amendment of the code, and providing new teachers with a complete copy of the current code upon their employment; and
5. make complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members.

SCHOOL ATTENDANCE

Grades 7-12 Attendance Philosophy

It is the belief of the faculty and administration of LaFayette Central Junior/Senior High School that there is a direct correlation between academic success and school attendance. We feel it is the responsibility of parents and students to ensure that students attend school and classes on a regular basis. Our philosophy for attendance insists that regular class attendance and participation is needed for optimal mastery of each and every course. Also regular attendance is essential in preparation for the "real world" where promptness and responsibility are important ingredients for career success. We believe that the school and the home must work together to promote these essential values.

The attendance policy of LaFayette Junior/Senior High School is designed to not only encourage all students to attend school on a regular basis but also to encourage their diligence in making up work missed during an absence. This policy is one, which hopefully will cause students to prioritize and to be selective in choosing activities, which take them out of their classes. The teacher, regardless of the reason, legal or illegal, will record a class absence. When a student is absent a student is expected to contact the teacher(s) of the class(es) missed in order that the work can be made up as quickly as possible.

New York State Education Law requires students to be in attendance each day, except for the following legal reasons:

Legal Excuses -	Illness
	Sickness/Death in Family
	Court Appearance/Road Test
	Bus Tardy
	Inclement Weather
	Religious Observation
	Medical Appointment
	Educational Field Trip
	College Visitation

Procedure for Absences

1. The parent or guardian is asked to call the school during the first morning of each absence.
2. If a phone call has not been made, a written excuse for the absence(s) is required upon the student's return. This excuse should state the date(s) of the absence(s), and be signed by the parent or guardian. In the Junior/Senior High School, this excuse is sent to the Health Office. Failure to submit an excuse via telephone or written note will be regard the absence as an illegal absence.

3. While attempts will be made to verify absences, this may not always be possible.

Procedure for Early Dismissal

If it is necessary to be excused before the end of the school day, the parent or guardian is expected to provide the Health Office with either a phone call or a written note on the morning of each early dismissal day. A parent/guardian must sign the student out in the Health Office.

Notification of Excessive Absences/Tardies

1. When a student reaches 8 unexcused tardies and/or absences, a warning letter will be sent home.
2. When a student reaches 12 unexcused tardies and/or absences, an official letter will be sent home.
3. When a student reaches 15 unexcused tardies and/or absences, a phone call will be placed with Child Protective Services for Educational Neglect.

Co-curricular activities are also impacted by absences. Please see our co-curricular eligibility policy.

LAFAYETTE JR./SR. HIGH SCHOOL IN THE ENFORCEMENT OF THE 7-12 ATTENDANCE POLICY DOES NOT DISCRIMINATE BETWEEN LEGAL AND ILLEGAL ABSENCES.

Class Absences

Attendance and academic success are inextricably linked. There are 20 weeks of school per semester, 40 weeks per year, comprising approximately 180 days of expected attendance. Each teacher assigns a participation grade which is severely impacted by failure to attend and may result in course failure or an incomplete grade. Incomplete grades impact co-curricular participation as well.

In order to be regarded as present for a class, a student must be in attendance for a minimum of 20 minutes.

Making Up Class Work

Whether absences are regarded as excused or unexcused, all missed school work must be completed in a timely manner. The student must meet with the respective teacher(s) to make these arrangements. Failure to meet the teacher's established deadline, commonly one day afforded for each day of absence, will result in loss of credit for the missing assignments. If the absence occurs at the end of a semester, the student will receive an "incomplete passing" or "incomplete failing" on his/her report card depending on the status of the student at that time. The same expectations for make-ups exist. (Note: An "incomplete failing" impacts co-curricular participation). **Accommodations will be made for students classified under IDEA or 504.**

Lines of Responsibility

1. It is the student's responsibility to arrange a meeting with the teacher to make up work and to complete it in a timely manner.
2. It is the teacher's responsibility to keep accurate, daily class attendance and to verbally notify each student when absenteeism becomes excessive.
3. It is the parents' responsibility to see that students attend school on a regular basis and not to schedule appointments or vacations in such a manner that a student's regular class attendance is jeopardized. Parental support in supervising a student's make-up work is desired.

In the event a student is to be absent from school in excess of 5 consecutive days due to serious illness or injury, it is the parents' responsibility to notify the building administration to arrange for make-up or homebound instruction as soon as the student is able to do so. The nature of the make-up will be left to the discretion of the building administrator who will work closely with the parent and teacher. A student absent from school in excess of 5 consecutive days for reasons other than health are not eligible for homebound instruction.

4. Parents are strongly encouraged to utilize the SchoolTool Parent Portal when questioning whether or not make-up work has been completed.

Going on Vacation while School is in Session

If a student is going to be absent from school in order to go on vacation with parents, please do not expect those specific assignments for the period missed to be provided by the teacher prior to the student's leaving school for

vacation. With a written notice submitted to the teacher(s) one week in advance, the teacher (s) will provide the student with an overview of the material expected to cover. It is the student's responsibility to make up specific assignments upon his/her return to school.

It needs to be noted, we do not advocate taking a student out of school in May and June when review and final exams are given. This really puts students in jeopardy of passing exams and the Regents. In the event a student misses a school exam while vacationing, the student will receive a zero for the exam. In the case of a Regents Exam, the student will receive no grade or credit for the Regents or course credit and will have to take the exam the next time it is scheduled. (August, January or June).

Seniors and Attendance

Attendance is a critical component of school success. However, after receiving college acceptance letters, many Seniors seem to denigrate the value of on time daily attendance. In addition, there seems to be a growing trend of pre-planned class "skip" days in between athletic seasons as well as in the weeks before graduation.

Please permit me to provide clarification; there are no sanctioned "Senior Skip Days." We expect all students to be in school on time everyday attending all scheduled classes. Unauthorized/illegal absences will result in consequences as per truancy violations. Should a substantial number of Seniors – or members of any class – be absent on a given day, failure to provide an acceptable and verifiable medical excuse will result in loss of Senior Privileges and/or In School Suspension for Subsequent two (2) days.

Our concern is for the safety of our students. Large numbers of students not in school will often congregate in one place that is unsupervised. The potential inherent dangers need not be enumerated. These unsupervised groups are at risk. A party atmosphere often results, drugs and alcohol often become involved. The consequences can be fatal.

We therefore ask for parental support. Please help us ensure the safety of your children by discussing the value of attendance right through to graduation as well as the implications associated with "skipping school" We can react after the fact, but parents can be proactive and prevent tragedies. We respect our partnership with you in keeping our child out of harm's way. Thank you.

GENERAL INFORMATION

Where to Go:

MAIN OFFICE: Locker Problems Lost and Found P.A. Announcements Student Activities Bus Transportation Suspension Assignments Visitor's Pass	HEALTH OFFICE: Sick in School Accident Report Late Arrival Early Dismissal Return From Absence	GUIDANCE OFFICE: Academic, Career, Behavior, & Personal Guidance College Information Transfers Student Records/Grades Working Papers Transcript
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ANNOUNCEMENTS

Announcements are to be written before school and must be approved by one of the building administrators. Announcements will be read during first period each morning.

ASSEMBLIES

Periodically scheduled assembly programs are held for the student body. Students are expected to demonstrate behavior that shows respect for the performers or participants of the program and the audience.

ASSISTANCE

We encourage students to seek assistance from teachers when they are experiencing difficulty or if they have a need to make up work. They should not wait until their grade falls into the failing range before they contact a teacher.

Teachers are available from 2:42-3:15 on Tuesdays, Wednesdays and Thursdays. Students should notify the teacher of their intent.

Because the instructional day does not officially end until 3:15 p.m., teachers may assign students to an after school remedial or make-up session. They are well within their rights and the realm of their professional responsibility to do so.

BUS EXPECTATIONS

- The bus driver is in complete charge of the bus and its occupants at all times. Bus rules are posted in each bus and it is our expectation that each student is familiar with the rules and complies with them at all times. Failure to do so will result in disciplinary action and possible removal from bus transportation.
- Any student wishing to be transported on a bus other than the one to which they are assigned must submit a written request, signed by a parent/guardian in the Main Office immediately upon arrival at school. The request must be specific and contain a phone number for verification purposes.
- Upon arrival at school, the student is to enter the building immediately. There can be no loitering outside of the building.

**Bell Schedule
2016-2017**

JH	SH	SH
1 7:55-8:42	1 7:55-8:42	1 7:55-8:42
2 8:45-9:28	2 8:45-9:28	2 8:45-9:28
3 9:31-10:14	3 9:31-10:14	3 9:31-10:14
4 10:17-11:00	4 10:17-11:00	4 10:17-11:00
JH Lunch 11:03-11:34	5 11:03-11:46	5 11:03-11:46
5A 11:37-12:20	Early Lunch 11:49-12:20	6A 11:49-12:32
6 12:23-1:06	6 12:23-1:06	Late Lunch 12:35-1:06
7 1:09-1:52	7 1:09-1:52	7 1:09-1:52
8 1:55-2:38	8 1:55-2:38	8 1:55-2:38

2:40-3:15 After School Time

Special Bell Schedules

1 HOUR DELAY SCHEDULE

A LUNCH STUDENTS	B LUNCH STUDENTS	C LUNCH STUDENTS
1 - <u>8:55</u> - <u>9:31</u>	1 - <u>8:55</u> - <u>9:31</u>	1 - <u>8:55</u> - <u>9:31</u>
2 - <u>9:34</u> - <u>10:10</u>	2 - <u>9:34</u> - <u>10:10</u>	2 - <u>9:34</u> - <u>10:10</u>
3 - <u>10:13</u> - <u>10:49</u>	3 - <u>10:13</u> - <u>10:49</u>	3 - <u>10:13</u> - <u>10:49</u>
4 - <u>10:52</u> - <u>11:28</u>	4 - <u>10:52</u> - <u>11:28</u>	4 - <u>10:52</u> - <u>11:28</u>
JH Lunch - <u>11:31</u> - 12:02	5 - <u>11:31</u> -12:07	5 - <u>11:31</u> -12:07
5A- 12:05 - 12:41	Early Lunch - 12:10 - 12:41	6A - 12:10- 12:46
6- 12:44 - <u>1:20</u>	6- 12:44 - <u>1:20</u>	Late Lunch - 12:49 - <u>1:20</u>
7 - <u>1:23</u> - <u>1:59</u>	7 - <u>1:23</u> - <u>1:59</u>	7 - <u>1:23</u> - <u>1:59</u>
8- <u>2:02</u> - <u>2:38</u>	8- <u>2:02</u> - <u>2:38</u>	8- <u>2:02</u> - <u>2:38</u>
2:41-3:15 - Period 9/After School	2:41-3:15 - Period 9/After School	2:41-3:15 - Period 9/After School

2 HOUR DELAY SCHEDULE

A LUNCH STUDENTS	B LUNCH STUDENTS	C LUNCH STUDENTS
1 - <u>9:55</u> - <u>10:24</u>	1 - <u>9:55</u> - <u>10:24</u>	1 - <u>9:55</u> - <u>10:24</u>
2 - <u>10:27</u> - <u>10:56</u>	2 - <u>10:27</u> - <u>10:56</u>	2 - <u>10:27</u> - <u>10:56</u>
3 - <u>10:59</u> - <u>11:28</u>	3 - <u>10:59</u> - <u>11:28</u>	3 - <u>10:59</u> - <u>11:28</u>
4 - <u>11:31</u> - <u>12:00</u>	4 - <u>11:31</u> - <u>12:00</u>	4 - <u>11:31</u> - <u>12:00</u>
JH Lunch - <u>12:03</u> - 12:30	5 - <u>12:03</u> - 12:32	5 - <u>12:03</u> - 12:32
5A - 12:33 - 1:02	Early Lunch - 12:35-1:02	6A - 12:35 - 1:04
6 - <u>1:05</u> - <u>1:34</u>	6 - <u>1:05</u> - <u>1:34</u>	Late Lunch - 1:07- <u>1:34</u>
7 - <u>1:37</u> - <u>2:06</u>	7 - <u>1:37</u> - <u>2:06</u>	7 - <u>1:37</u> - <u>2:06</u>
8 - <u>2:09</u> - <u>2:38</u>	8 - <u>2:09</u> - <u>2:38</u>	8 - <u>2:09</u> - <u>2:38</u>
2:41-3:15 - Period 9/After School	2:41-3:15 - Period 9/After School	2:41-3:15 - Period 9/After School

PEP RALLY SCHEDULE

A LUNCH STUDENTS	B LUNCH STUDENTS	C LUNCH STUDENTS
1 - <u>7:55</u> - <u>8:32</u>	1 - <u>7:55</u> - <u>8:32</u>	1 - <u>7:55</u> - <u>8:32</u>
2 - <u>8:35</u> - <u>9:12</u>	2 - <u>8:35</u> - <u>9:12</u>	2 - <u>8:35</u> - <u>9:12</u>
3 - <u>9:15</u> - <u>9:52</u>	3 - <u>9:15</u> - <u>9:52</u>	3 - <u>9:15</u> - <u>9:52</u>
4 - <u>9:55</u> - <u>10:32</u>	4 - <u>9:55</u> - <u>10:32</u>	4 - <u>9:55</u> - <u>10:32</u>
JH Lunch - <u>10:35</u> - 11:08	5 - <u>10:35</u> - 11:12	5 - <u>10:35</u> - 11:12
5A - 11:11 - 11:48	Early Lunch - 11:15- 11:48	6A - 11:15 - 11:52
6 - <u>11:51</u> - <u>12:28</u>	6 - <u>11:51</u> - <u>12:28</u>	Late Lunch - <u>11:55</u> - <u>12:28</u>
7 - <u>12:31</u> - <u>1:08</u>	7 - <u>12:31</u> - <u>1:08</u>	7 - <u>12:31</u> - <u>1:08</u>
8 - <u>1:11</u> - <u>1:48</u>	8 - <u>1:11</u> - <u>1:48</u>	8 - <u>1:11</u> - <u>1:48</u>
Pep Rally - 1:48-2:38	Pep Rally - 1:48-2:38	Pep Rally - 1:48-2:38
2:41-3:15 - Period 9/After School	2:41-3:15 - Period 9/After School	2:41-3:15 - Period 9/After School

HALF DAY SCHEDULE

Period	Time
1	<u>7:55-8:22</u>
2	<u>8:25-8:50</u>
3	<u>8:53-9:18</u>
4	<u>9:21-9:46</u>
5	<u>9:49-10:14</u>
6	<u>10:17-10:42</u>
7	<u>10:45-11:10</u>
8	<u>11:13-11:40</u>

ANONYMOUS REPORTING

The S.A.V.E. Legislation stipulates that schools provide all students with a method to report potentially dangerous situations to appropriate authorities. Anonymous Reporting Forms can be found in the Main Office. Parents, students, faculty and staff can also utilize the district's 'Bully Button' on the district website to report bullying offenses.

BOTTLES AND FOOD IN SCHOOL

Students are asked not to bring glass bottles/containers to school. If such bottles break, they present an obvious problem. All cans or plastic containers of are to be open only in the cafeteria area and foyer outside of the cafeteria. **There are to be no open containers of liquid in the upstairs or downstairs areas.** Drinking fountains are located throughout the building.

Water Bottle Use Stipulations:

1. Water only, no other beverage.
2. Unbreakable, clear container.
3. Caps on bottles in halls.
4. Students clean up their own spills.
5. ***Teacher discretion, re: classroom use – If a teachers says No, it means No, no argument!***

In order to maintain a healthy, clean environment, all food must be consumed in the cafeteria or under adult supervision.

CAFETERIA ETIQUETTE

We strive to maintain a cafeteria atmosphere that is clean and respectful of the cafeteria staff as well as fellow students. We understand that it is an opportunity for socializing, but ask that you remember to consider your volume, your impact on others and to pick up after oneself. Please be aware – the throwing of food or any items in the cafeteria will result immediate disciplinary action and parental contact. Staff members who supervise the cafeteria are authorized to request the removal of students who compromise the safety of the cafeteria.

CALCULATOR REQUIREMENT

Students will be expected to purchase their own calculators for use in their mathematics classes. Any student who is unable to purchase a calculator, please feel free to contact the Junior-Senior High School Main Office to inquire. The required calculators are: a Texas Instruments TI-30XIIS or equivalent scientific calculator for 7th and 8th grade math and a Texas Instruments TI-83 or TI-84 graphing calculator for grades 9-12 math courses. These courses include Algebra I, Geometry, Algebra II w/Trigonometry, Pre-Calculus, and Calculus. New York State mandates the use of these calculators for Junior and Senior High School students.

CELL PHONE USE

Cell phone use by students is not allowed between 7:55 am and 2:38 pm. ***Students caught with a cell phone during these hours will have their cell phone confiscated.*** This also includes students using another person's cell phone. Both the student using the cell phone and the owner of the cell phone will be in violation of the cell phone policy. Cell phones are brought to the Main Office and if it is a first offense, students may pick up their cell phone at the end of the school day. Should a cell phone be confiscated more than once, a parent/guardian will need to come to school to retrieve their child's cell phone. Cell phones that come down accompanied by a discipline referral will automatically require parental pick up of the device.

DISCLOSURE OF INFORMATION TO THE MILITARY

Pursuant to the Federal ***No Child Left Behind Act*** signed into law in January 2002, the School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of our high school students. However, the District must also notify parents of their rights and the rights of their children to request, in writing, that the District **not** release such information if it is requested.

Parents, or students who are at least 18 years old, wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign and return the NCLB form. If you need a form, you can contact the Main Office at 677-3131.

DRIVING TO SCHOOL

Driving to school is a **PRIVILEGE**, not a right. We afford this option to responsible students who demonstrate respect for the school community and whose parents provide their consent.

By signing the driving permission slip, both students and parents accept the following conditions:

- 1) All vehicles must be registered in the Main Office
 - a) A driver's license/permit must be provided. (We will copy and return the original.)
 - b) Registration/insurance/license plate information must be provided.
 - c) A deposit of \$10 will be required. When students return their parking pass at the end of the school year, their deposit of \$10 will be returned.
- 2) All student vehicles must park in the **South Parking Lot Only** and display parking permits hanging on the review mirror.
- 3) **Driving to and from BOCES** or any off campus program or event which occurs during the school day is **prohibited**.
- 4) Upon arrival or when departing school, students may not linger in their cars but must immediately enter the building or exit the school grounds.
- 5) The parking lot is **OFF LIMITS** throughout the school day.
- 6) Students are expected to drive **WITH CAUTION** at all times, mindful of school buses and pedestrians. Reckless endangerment of any kind will immediately result in the revocation of driving privileges.
- 7) Excessive tardiness indicates a lack of student responsibility and, after fair warning, driving privileges will be suspended.
- 8) We reserve the right to have cars not registered with the school or driven by a student with suspended driving privileges towed from school property with the car owner/operator responsible for the cost.

DATA VERIFICATION INFORMATION

It is essential that we are able to contact parents/guardians should an urgent need arise. We must therefore require current emergency information. The data verification form will be mailed home in August and we need it returned within 2 weeks of the start of school. We will give reminder notices if students do not return the form, however if the reminders are unsuccessful, **we will withhold progress reports and/or report cards, or assign after school detention until returned.**

FIELD TRIPS

All school-sponsored field trips are to follow these procedures:

1. Written permission must be obtained from parent (s) or guardian
2. You are to ride to and from the destination on school provided transportation
3. Reasonable conduct and dress are expected
4. Respect for chaperones is expected

FIRE DRILLS

Fire drills are required by law. Eight are required by December 1st and another four before the end of school in June. When the alarm rings, you are to leave the building quietly and calmly in accordance with the exit plan posted in each classroom. Once outside the building, you are to be at least 10 feet from the cars in the semi-circle in front of the school, and to be beyond the two rows of cars if you are exiting in the North and South Parking Lots. When re-entering the building, proceed to your class within a minute's time.

HEALTH ISSUES

1. Physicals by State Ed Law are required at grades PK, K, 2, 4, 7, & 10.
2. Accidents – In the event of an accident while in school, go to the nurse immediately. If pertinent, she will ask you to fill out an accident report.
3. **Physician's medications to be used in school** – If you are to receive medication during school, you must have a physician's written authorization and a written authorization from your parents. The medication is to be given to the school nurse and kept in her office for dispensation, not in your locker. **This includes aspirin, and ALL non-prescription drugs.**

LOCKERS

All students will be issued lockers at the beginning of the school year. It is the responsibility of each student to see that his/her locker is kept in order and locked. Do not keep valuables in your locker, and do not give out your combination. The school is not responsible for items lost or taken from lockers. If your locker is not working properly, report it to the Main Office immediately. Locks will remain on your assigned locker at the conclusion of the school year, and will be checked to verify that the assigned lock matches the assigned locker. You will be responsible for any lost or damaged locks. ***You may not use a personal lock. You may only use a lock issued by LaFayette Jr./Sr. High School.***

PARENT CONFERENCE

Parent conferences will be scheduled at the request of parents, teachers or students to discuss a student's academic and/or behavioral concerns. The school counselor will establish the time and notify all teachers of the conference. Where possible, the student will be encouraged to participate in the conference.

PARENT RESPONSIBILITIES

All parents are expected to 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 all strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

PASSES

Passes are issued at teacher's discretion. Pre-signed passes are necessary for access to the library, computer rooms, nurse, and lavatories. Students are not allowed transit through the halls without a valid pass. Excessive requests for passes will be investigated and pending findings, may be restricted.

PERSONAL PROPERTY AT SCHOOL

IPods, toys, games, and other items intended for your entertainment and amusement do not belong in school. Such personal property tends to interfere with your primary reason for being here and tend to disrupt the learning atmosphere of the school. If you bring them to school, they may be confiscated and may be returned only to your parent or guardian. Since they can interfere with instruction, studying, and communication, walkmans, CD players, pagers, cell phones, camera phones, video phones, smart phones, iPad's and IPod's should not be used in classes, study halls, or hallways during the school day. **Cell phones have become increasingly problematic as they may be disruptive, used to bully, intimidate or harass or cheat and may be stolen.** They must be stored in lockers for safekeeping upon your arrival at school.

Personal property of great value (expensive jewelry, large sums of money, family heirlooms, cell phones, IPODS, computers, and so forth) generally should not be brought to school. There is no way in which the school can guarantee their protection from loss, theft, or breakage. ***The school is not responsible for lost or stolen property.***

REPORTING VIOLATIONS

Students who have been subjected to discrimination or harassment, parents whose children have been subjected to such behavior, or other students or staff who observe such behavior, are encouraged and expected to make verbal and/or written complaints to the appropriate and/or designated school personnel in accordance with the training and guidelines provided and the relevant provisions of the district's or BOCES code of conduct, or in the case of a charter school, its disciplinary rules and procedures, or if applicable, in its code of conduct. At all times, complaints will be documented, tracked and handled in accordance with procedures accompanying this policy and the district's code of conduct, its disciplinary rules and procedures, or if applicable, in its code of conduct. If a staff person is unsure of the reporting procedure, he or she is expected to inquire about how to proceed by speaking with his or her supervisor.

There shall be a duty for all school personnel to report incidents of student-to-student and/or staff-to-student discrimination, harassment and bullying that they observe on school property or at school functions to their building principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and/or staff-to-student discrimination, harassment and bullying of which they are made ware by students, staff, or persons in parental relation to their building principals or other administrator who supervises their employment. Supervisors may choose to refer the information

to appropriate staff, which may include, among others, the DAC, for investigation as designated in the policy and/or code of conduct, or in the case of a charter school, its disciplinary rules and procedures, or if applicable, in its code of conduct.

The results of any such investigation shall be reported to both the targeted student and the alleged offender, as well as their respective parents or guardians, in accordance with the policy and/or the district's code of conduct, its disciplinary rules and procedures, or, if applicable, in its code of conduct. Local policies should be followed regarding communicating the results of the investigation. If party and/or their respective parents or guardians disagrees with the results of the investigation, that party should be advised of any local policies regarding how to proceed in such instances.

SCHOOL CLOSINGS

In the event that emergencies, such as winter storms, make it necessary to close the school, announcements to this effect will be made over local radio stations WSYR and WHEN and the three TV stations - 3, 5, 9 and 10.

STUDENTS' BILL OF RIGHTS AND RESPONSIBILITIES

Rights

- Students have the right to pursue an education in an atmosphere that is safe and conducive to learning.
- Students have the right to enroll in a program of study which best meets their needs and abilities.
- Students have the right to be respected on the merits of their attributes as individuals.
- Students have the right to procedural due process guaranteed by the United States Constitution and New York Education Law prior to disciplinary action taken against them.
- Students have the right to freedom of speech and expression, which does not interfere with the educational process or infringe upon the rights of others.
- Students have the right to freedom from discrimination relative to participation in curriculum offerings, athletics and extra-curricular activities.

Responsibilities

- Students will conduct themselves with respect toward self, fellow students, teachers and others.
- Students will strive to reach their potential in all areas.
- Students will follow the directions of the faculty and administration at all times.
- Students will fulfill all classroom obligations.
- Students will show respect for school property and for the property of others.
- Students will demonstrate good conduct and positive attitude at all times in all school activities.
- Students will dress in an appropriate manner for school activities.

STUDENTS WITH DISABILITIES

Overview of the Disciplinary Process for Students with Disabilities in New York State:

If a student violates the school code of conduct and is being considered for a suspension or removal, school personnel must ensure the following due process protections are provided to the student and to the student's parent(s). For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice (section 3214 notice), and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension which describes the basis for the suspension and explains that the parent or guardian has a right to request an informal conference with the principal prior to the proposed suspension to discuss the incident and question any complaining witness(es) against the student. For suspensions in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by either the superintendent or hearing officer designated by the superintendent at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charged and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

In addition to the above, which apply to all students in New York State, there are additional procedures and protections that apply to students with disabilities including:

- the provision of a free appropriate public education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year;
- the responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- the determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement;
- an expedited process (expedited due process hearings) to resolve disagreements between parents and schools regarding certain disciplinary actions;
- protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability ("student presumed to have a disability for discipline purposes"); and
- expedited evaluations of students suspected of having a disability during the time the student is suspended.

Disciplinary Change in Placement - A suspension or removal from a student's current educational placement that is either:

- for more than ten consecutive school days; or
- for a period of ten consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten 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 suspension or removals to one another.

Criteria for #504 Rehabilitation Act of 1973

The following criteria must be met in order for a student to qualify for a #504 Accommodation Plan. Under the Rehabilitation Act, a handicapped person includes anyone whom:

Has a physical or mental impairment, which substantially limits one or more major life activities (caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, and learning). For information please contact the Committee on Special Education Chairperson, Karen Ocque at 677-5506.

STUDY HALL EXPECTATIONS

Students are expected to be on time with an adequate amount of work for the duration of study halls.

Locker/bathroom requests should be minimal to ensure optimal work time. Games (including card playing), iPod's, iPads/tablets, MP3 players, cell phones, tape recorders and sleeping will not be permitted. Study Halls may be used by students to see teachers, counselors, the nurse, to use the computers, or the Library Resource Center.

STUDENTS SHOULD HAVE A PRE-SIGNED PASS FROM THE APPROPRIATE STAFF MEMBER IN ORDER TO BE RELEASED FROM THE STUDY HALL. Study Hall supervisors may check on students to ensure that they have arrived at their destination in a timely manner.

TELEPHONE

Since cell phone use by students is not allowed between 7:55 am and 2:38 pm, if there is an emergency, please contact the school directly at 677-3131, 677-3132, or 677-3133. Messages for students will not be delivered until the end of the school day (student will be paged via intercom) unless it is an emergency.

TEXTBOOKS/SCHOOL EQUIPMENT

Students are responsible for all books, calculators, locks and other equipment assigned to them. Textbooks are to be covered and protected. If the bindings are broken, the book written in, partially damaged, or lost, you will be required to pay for the book's damage or replacement. Assigned locks are to be kept on your assigned locker at the conclusion of the school year. You are required to pay to replace any missing/damaged locks, calculators or other equipment. A check is to be made out to the school for the amount and given to the teacher or Main Office. Report cards may be held at mid-year and end of the year if monetary obligations are not met.

VISITORS TO THE SCHOOLS

We welcome parents and community members to visit our buildings. Our expectation is that all visitors are mindful of our schools as places of learning and that the policies and procedures for each building are respected. Administrators are responsible for all visitors and the following expectations apply:

- 1) A visitor is anyone who is not a student or regular staff member
- 2) Alumni are welcome to visit after the normal school day hours of scheduled classes, with at least 24 hours notice.
- 3) Visitors must report to the main office upon arrival, register, and display nametags when requested. These identification tags must be worn for duration of the visit.
- 4) Unauthorized visitors will be reported to administration and will be asked to leave. Law enforcement may be notified, if necessary.

All visitors must abide by the rules for public conduct contained in the Code of Conduct.

VISITS BY NON-DISTRICT STUDENTS

No student visitors will be allowed during the school day unless approved by administration for educational purposes such as student exchange programs, a student moving to the District, etc. Even these arrangements are to be made at least two days prior to the scheduled visitation.

LAFAYETTE CENTRAL SCHOOLS POLICY 7314 INSTRUCTION

ACCEPTABLE COMPUTER USE POLICY BY STUDENTS AND STAFF

The LaFayette Central School District offers computers and internet access for educational purposes. The Acceptable Use Policy and Information Network Access Ethics Policy follow:

The LaFayette Central School District recognizes that computers are used to support learning and to enhance instruction. Computer information networks allow people to interact with many other computers and networks. It is a general policy that all computers are to be used in responsible, efficient, ethical and legal manner.

The LaFayette Central School District declares that when accessing or using school computers, networks or the internet, unethical or unacceptable behaviors just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any activity through which an individual:

- Uses the information networks for illegal, inappropriate, or obscene purposes, or in support of such activities shall be defined as those which violate local, state and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.
- Personal use of the LaFayette Central School computer equipment will be allowed as long as the equipment/hardware does not have to be in service for educational/instructional purpose at that time. (Exception being: personal use of Internet access not being used for school/educational purposes.
- Uses the information networks for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright license agreements and other contracts.
- Intentionally disrupts information network traffic or crashes the network and connected systems.
- Degrades or disrupts equipment or system performance.
- Uses LaFayette Central School District computing resources for commercial or financial gain or fraud.
- Steals data, equipment or intellectual property.
- Gains unauthorized access to the files of others, or vandalizes the data or files of another user.
- Gains or seeks to gain unauthorized access to resources or entities.
- Forges electronic mail messages, or uses an account owned by another user.
- Invades the privacy of individuals.

*** We respect the right of staff and students to be notified if they will be videotaped, audiotaped, recorded, photographed, transmitted, and/or imaged in any manner. Any **UNAUTHORIZED** videotaping, audiotaping,

photographing, recording, transmitting and/or imaging of a student or staff member with the intent of distributing, broadcasting, and/or posting for public access will be regarded as a deliberate violation of this right to privacy and will result in one or more of the following consequences dependent upon the situation, implications and scope of the offense. Please be aware that criminal prosecution may be mandated as civil and criminal law broadly protects an individual's right to privacy. Victims are well within their right to levy charges beyond the scope of school authority. Consequences:

- In School Suspension
- Out of School Suspension
- Notification of Law Enforcement
- Superintendent's Hearing

Parents/guardians who do not wish their child to use the Internet must inform the district in writing.

The acceptable computer policy which the students and parent/guardian must read states unacceptable/unethical behaviors is just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any infraction of the stated rules.

Students are not allowed to play computer games while using computers in the classroom, lab or library. (Non-educational games.) Nothing should be downloaded to district owned computers without permission from the Network Administrator or District Technology Coordinator. This includes, but is not limited to, the use of disks and CD's.

If a student violates the rules, consequences of violations include, but are not limited to:

1. Suspension of information network access;
2. Revocation of information network access;
3. Suspension of network privileges;
4. Revocation of network privileges;
5. Suspension of computer access;
6. Revocation of computer access;
7. School Suspension;
8. School Expulsion; or
9. Legal action and prosecution by the authorities.

Remedies and Recourse

Anyone accused of any of the violations has all the rights that would normally apply if such a person were accused of school vandalism or any other illegal activity.

The District has the right to restrict or terminate network access at any time for any reason.

The District further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.

THE FOLLOWING IS THE SCHEDULE OF CONSEQUENCES FOR MISUSE OF THE INTERNET:

1. Inappropriate Use – as defined in Board Policy #7314 as a violation of intended use, will result in denied access for a minimum of 2 weeks for the first offense. Subsequent offense(s) will be regarded as flagrant disregard of Board policy and will result in up to 20 weeks of denied access.
2. Use for Purpose(s) of Obscenity – as defined by Board Policy #7314 as material that is sexually explicit, indecent or vulgar, and a violation of generally accepted social standards, will result in immediate revocation of internet access from the date of the offense to the end of the school year with possible extension into the next school year.
3. Illegal Use – as defined in Board Policy #7314 as the use of another person's account, violation of copyrights, license agreements, contracts forging electronic mail, use of computer resources for commercial purposes or fraud, invasion of privacy, and personal threats, will result in the revocation of internet access for one year with possible extension, and additionally, in school suspension, out of school suspension, initiating legal action, and/or a Superintendent's Hearing.

4. Damage to Equipment or System – as defined in Board policy #7314 as the degrading/disrupting/destroying of equipment or system performance, stealing data, equipment or intellectual property etc., will result in revocation of internet access/equipment for one year with a possible extension, and additionally, in school suspension, out of school suspension, initiating legal action, and/or a Superintendent's Hearing.
5. The LaFayette Central School District is using X-Stop as its Internet Filtering System to meet Federal E-Rate Guide Lines and the CIPA (Child Internet Protection Act). Any intentional efforts to circumvent the use of this filtration software will result in the revocation of all network access to any student/staff of the LaFayette Central School District.

LAFAYETTE STUDENT EMAIL RULES

LaFayette students will each be provided with an email account. *LaFayette District student email is to be used ONLY for educational purposes and school related business.*

Rules and Regulations for Student Email Use

1. I will send only to people I know.
2. I will get teacher permission to mail to people I do not know.
3. I will keep my message short and to the point.
4. My messages will be polite and friendly and contain no offensive language.
5. I will have a reason to send a message.
6. I will put in a subject in the subject box.
7. I will use the proper greeting and sign my name.
 - a. Name of the receiver of the message.
 - b. Message.
 - c. Sign my first name only.
8. I will double-check my message before sending.
9. I will double-check my address box before sending.
10. I will delete unnecessary messages in my In Box.
11. I will notify my teacher if I receive junk mail or offensive messages.
12. I will not send any software (games, programs, etc.) through e-mail.
13. I will get permission from my teacher before sending any pictures through e-mail.
14. I will not allow anyone else to use my account.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are:

- (2) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (3) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (4) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that LaFayette Central School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the LaFayette Central School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the LaFayette Central School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;**
- The annual yearbook;**
- Honor roll or other recognition lists;**
- Graduation programs; and**
- Sports activity sheets, such as for wrestling, showing weight and height of team members**

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the LaFayette Central School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 18, 2008. The LaFayette Central School District has designated the following information as directory information: [NOTE: an LEA may, but does not have to, include all the information listed below.]

Student's Name	Participation in officially recognized activities/sports
Address	Telephone Listing
E-Mail Address	Weight/Height for athletic teams
Photograph	Degrees, honors, and awards received
Date and place of birth	Major field of study
Dates of attendance	Grade Level
Most recent educational/institution attended	

LAFAYETTE ALMA MATER

Hail LaFayette, we pledge allegiance to you.

Here is our motto:

We are one for all, and all for LaFayette,

And here's to our school,

And long on high may she rule.

Forever more you will find us,

Always loyal and true.

