

Helping Your Student in the Big Picture

Attendance and punctuality

Helping your student get to school on time and make sure that he or she is there everyday. This is your student's job and they have an important responsibility to their advisory, their LTI and to their own education. Being on time shows respect and responsibility.

Talk with your student about his/her work

Know what your student is working on. What's on his or her Learning Plan? When are the next exhibitions? Ask to see your student's Supercalendar. You can also view examples of work online. Contact your student's advisor to learn how.

Talk with your student's advisor

If you're not sure how your student is doing, have a concern or just want to say hello – keep in contact with his or her advisor.

Attend Learning Plan meetings and exhibitions

Support the learning process by meeting with the team to create your student's Learning Plan and attend exhibitions and help evaluate the work and learning.

Encourage at home project work

Look at your student's project time line and encourage project work at home. Help your student establish an organized workspace at your home. Doing work at home is a valuable skill and habit for high school and for college.

Find summer opportunities

Help your student pursue a learning rich summer opportunity that will ignite their excitement and passion.

Find learning opportunities

Help your student find and take advantage of learning opportunities in your community. There may be an after school arts workshop or a church trip. Help expose your student to different activities and interests. If you find a program but can't afford it, talk to your student's advisor to see about fundraising opportunities in the school.

School Philosophy and Structure

Pursuing Passions

We believe that students learn best when they are doing something that they are passionate about in the real world. Students are encouraged to explore their interest.

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Learning Through Internship (LTI)

One of the basic structures of Big Picture schools is that students spend two days a week out at an internship site. By Learning Through Internship (LTI), the student will learn math, science, reading writing and many more skills that he or she cannot learn in a classroom. LTIs are not meant to help students pick out a particular career. At their LTIs, students will learn the skills needed to go on to college and beyond.

Personalized Learning

Each student has an individual Learning Plan. The Learning Plan team (the student, parent, mentor and advisor) work together to create a challenging and exciting plan. Learning Plan meetings for your student will be held four times a year

Assessment

Students are expected to work toward the goals they've set, and reflect on their work and learning. Three to four times a year, the student will exhibit his or her work to you and a panel of evaluators. Through this process of planning, doing and reflecting, students discover how to take responsibility for their own learning. Also, each quarter, advisors write a narrative assessing student work and learning.

Advisor

Each student is part of a small 12 -16 person advisory group. Their advisor knows them well and helps them build a strong community while working on the goals in their individual Learning Plans. You will be in close communication with your student's advisor. This advisory will stay together for 4 years. Advisories go on trips together, debate issues, do community service, critique each other's work, plan school activities, and more.

Enrolling Families

Families play an important role in a student's education. From helping the student plan his or her Learning Plan to participating in events, we rely on parents as an integral part of our community.

Journal Writing

Each student writes in a learning journal three times per week. This is a way for students to reflect on their life and learning as well as communicate with their advisor. Advisors read and respond to these journal entries each week.

Organization, Self-Motivation and Time Management

These are probably three of the most important keys to success. At Big Picture schools, students must learn to organize themselves, motivate themselves and follow the project timelines they've created. The Supercalendar is a planner that students use to plan their day and project work.

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Team Building

Because advisory groups work closely, a strong team must be built. Camping trips, ropes courses and trust building activities are all an ongoing part of creating an advisory culture. Advisors invest time towards building a safe, caring learning environment for their students.

Respect and Diversity

Respect and diversity are two important elements of life and learning at a Big Picture school. The students have a great deal of responsibility for their own learning. However, with the freedom to pursue their passions, comes the responsibility to create the kind of community that is a safe learning environment for all students. As a community we respect the diversity within our own community as well as throughout the world. The first month of each school year focuses on issues of respect and diversity. As a community we seek to understand our cultural, religious, ethnic, gender, and class differences as well as perspectives outside our community.

Group Work

Although there are no formal yearlong classes, there are groups that meet at different times during the school year depending on the need and interests of students. Some examples are book groups (students pick books and meet weekly to discuss them), quantitative studies (where students learn mathematical skill to use in their project work), singing groups, and community service groups. These are not the focus of a student's Learning Plan, but rather a way for the student to meet their goals, get help and work collaboratively with other students.

Community Service

All Big Picture schools strive to have a positive effect on their communities. Community service benefits the community and provides rich learning opportunities for students.

Mediation

When there are conflicts between members of the school community, they are mediated to allow both parties to explain their thoughts and actions. Logical consequences are decided upon if further action needs to occur. Every decision is made one student at a time. Each situation is looked at separately to decide on the best decision for everyone involved.

Preparing for College

All students are required to apply to college during their senior year. Although they may decide not to attend, we feel that every student should have the option of attending college. Therefore, all students create a college portfolio, visit colleges, go on interviews, take the ACT or SAT, write essays and fill out applications. In addition, we hold parent nights to help parents fill out financial aid paperwork and learn more about the college process. Students are also encouraged to take a college class at a local college before graduation, so that they have already had some college experience before they graduate.

Grade Expectations

There are general expectations for students at Big Picture schools. Every student learns and grows at his or her own pace – the important thing is for students to show growth in each area. It is up to the advisor and Learning Plan team to determine these expectations bases on the needs of each student.

Big Picture 101

During the first year, 9th grade students are expected to:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least four times a year.
- Reflect on gaps in their learning and address them through project work.
- Create at least four Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly four times a year.
- Write in their journals three times per week.
- Schedule their Supercalendar every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments including Living Environment and Integrated Algebra.

Specific First Year Expectations:

- Do at least one in-depth LTI project during the year.
- Read at least seven books during the year, keep the portfolio updated.
- Work on each Learning Goal area in depth.
- Understand the five Learning Goals.
- Utilize Richer Picture portfolio system.

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Priorities for Advisors for the First Year:

- Develop a community with the advisory and school as a whole.
- Know each student and family well both personally and academically.
- Develop relationships with students, mentors and family.
- Understand the baseline of skills students have so that future goals are realistic and data driven.
- Develop a culture of respect and responsibility.
- Help students identify their passions/interests.
- Help students to take responsibility for their own learning.
- Foster a culture of documentation – help them build portfolios.
- Write a 9th grade transcription in the spring.

Priorities for Principals for the First Year:

- Prepare 9th grade advisors (especially new advisors) for their work through a well-planned summer orientation.
- Focus intensively on 9th grade students and advisors during the first quarter.
- Help advisors schedule the days in the first month of school so that 9th grade advisories have many different activities planned.
- Develop teamwork and trust among advisors so that 9th grade advisors get support from their colleagues.
- Do mediations with 9th grade students to set the culture and tone of the school.

Big Picture 201

During the second year, 10th grade students are expected to:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least four times a year.
- Reflect on their learning and address gaps through project work.
- Create at least four Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly four times a year.
- Write in their journals three times per week.
- Schedule their Supercalendars every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.

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- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments including Global History.

Specific Second Year Expectations:

- Do at least two in-depth LTI projects during the year.
- Read at least eight books during the year, keep the portfolio updated.
- Create a resume.
- Present a Gateway exhibition during third quarter.
- Apply to Senior Institute.
- Begin to visit colleges and look at requirements.
- Work on each Learning Goal area in depth.
- Create a graduation plan for the next two years to fill in Learning Goal gaps.
- Understand the five Learning Goals.
- Utilize Richer Picture portfolio system.

Priorities for Advisors for the Second Year:

- Help students continue to pursue their passions and interests.
- Help students to create more in-depth and authentic project work.
- Continue to foster a culture of respect and responsibility.
- Help students prepare their portfolios for the Gateway exhibition.
- Maintain relationships with students, families and mentors.

Priorities for Principals for the Second Year:

- Help advisors transition into Big Picture 201. Many advisors face new challenges in their second year.
- Be prepared to focus on 10th graders in December and January, and in late March, to support them intensively around Gateway exhibition preparation time.
- Support students in preparing for Gateway exhibitions by convening all 10th graders and giving them a pep talk about how important this passage is for them and the whole school.

Big Picture 301

During the third year, 11th grade students are expected to be role models as they:

- Follow their interests in the real world (informational interviews, shadow days and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least three times a year.
- Reflect on their learning and address gaps through project work.
- Create at least three Learning Plans during the year.
- Complete the work in their Learning Plans.

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- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly three times a year.
- Write in their journals three times per week.
- Schedule their Supercalendars every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments including US History and Comprehensive English.

Specific Third Year Expectations:

- Demonstrate heightened personal qualities and depth of work.
- Play a leadership role in the school.
- Get a senior thesis project proposal approved by committee.
- Read at least six books, including two autobiographies.
- Write the first 25 pages of autobiography.
- Meet with the college counselor and share information with your Learning Plan team.
- Research five colleges and their requirements.
- Address any remaining gaps in college admissions requirements into the Learning Plan.
- Bring their family to college night.
- Visit at least three colleges.
- Create a draft of college essay.
- Begin to create a college portfolio (resume, transcripts, essay, awards, best work).
- Prepare for and take the PSAT in the fall.
- Prepare for and take the ACT or SAT in the spring.
- Schedule at least four college interviews for next year.
- Understand the five Learning Goals.
- Utilize Richer Picture portfolio system.

Priorities for Advisors for the Third Year:

- Help students meet all of their Learning Goals.
- Help students create more project depth at their LTIs.
- Help students to develop leadership skills within the school.
- Begin the college preparation process with students.
- Help students create senior thesis project proposals.
- Help students begin their autobiographies.

Priorities for Principals for the Third Year:

- In the fall, expect 11th graders to have good, deep LTI projects.

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- By midyear, start supporting the college process by working with the college counselor, college admissions officer, students and parents to find the best fit for each student.
- By midyear, highlight the autobiography for 11th graders by asking how their writing is going, by sharing examples of autobiographies that may interest them, or even by leading a reading group with an autobiography as the text.
- Support development of senior thesis project proposals.

Big Picture 401

During the fourth year, 12th grade students are expected to be role models as they:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least three times a year.
- Reflect on their learning and address gaps through project work.
- Create at least three Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly three times a year.
- Write in their journals three times per work.
- Schedule their Supercalendars every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments.

Specific Fourth Year Expectations:

- Demonstrate heightened personal qualities and depth of work.
- Play a leadership role in the school.
- Complete an in-depth senior thesis project.
- Meet consistently with their thesis mentor.
- Contact a resource related to the thesis at least every other week and keep track of these contacts.
- Write a 50 – 100 page autobiography.
- Prepare for and take the ACT or SAT.

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- Complete a college portfolio.
- Visit and interview with at least four colleges.
- Apply for scholarships.
- Research and apply to colleges.
- Apply for financial aid.
- Read a book each month (9 total, including one autobiography), update portfolio.
- Create a post-high school plan.
- Present your work and reflection at a graduation exhibition.
- Understand the five Learning Goals.
- Utilize Richer Picture portfolio system.

Priorities for Advisors for the Fourth Year:

- Help students to have successful senior thesis projects, autobiographies, and college applications.
- Help students to prepare for college and independence.
- Foster a culture of leadership in the community.
- Help students prepare their final presentation portfolio for their graduation exhibition.
- Take part in and plan for senior/graduation activities.
- Write students letters of recommendation for college.

Priorities for Principals for the Fourth Year:

- Meet with seniors individually in December for a serious conversation about how they are doing and whether they are on track to graduate.
- Focus on students' college searches: know where they are applying, stay informed about acceptances and rejections, keep eyes open for financial aid opportunities.
- Write students letters of recommendation for college.

Helping the School

What can you do to help support your student's learning on the school level?

Family Engagement Events

At Big Picture schools, parents are an active part of the community. Each year there are several big events where the whole community comes together to celebrate:

- Open House usually happens around October. This event allows families to see the work and learning that the students have been doing.

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- End of the Year Celebration is a community celebration of the students' work and learning throughout the year. Students received awards as they are ceremonially passed into the next grade.

Big Picture Advisory Board

Provides guidance to the Big Picture administration and staff regarding policies, practices, and perceptions. There is one parent representative on the Advisory Board and we meet three times per year.

Big Picture Parent Group

Allows parents to gather to discuss issues, concerns, questions and events. This group helps support parents and students at Big Picture.

Mentoring

Mentoring a student from the school is another way to share your skills and resources with the community.

The Big Picture Learning Cycle

The Learning Plan is a description of all the work and learning your student plans to do over the quarter. At each exhibition, the Learning Plan team assesses the student's progress. A Learning Plan is not cast in stone; rather, it is updated and revised as the student develops. The Learning Plan is supposed to "fit" each student. It should be challenging but not become overwhelming to the student.

Learning Plan Team

Each parent is a part of a student's Learning Plan team along with the advisor, student, mentor, and anyone else who may be useful to your student's learning.

Learning Plan meetings

Learning Plan meetings happen four times a year. Meetings can be held at school or at home. The Learning Plan team gathers to create a detailed plan specifically for your student who will come with some ideas about how to pursue their interests. After you attend your student's first Learning Plan meeting, subsequent meetings will allow for progress checks and feedback.

Accountability

Students are accountable for the work they plan into their Learning Plan as well as any advisory work. Advisors keep track of how the student is progressing through the work and will keep you updated. You can help your student be accountable by asking to see the Supercalendar and portfolio.

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Learning Goals

In today's changing world, the most important thing students must learn is how to learn. The Learning Goals at Big Picture schools focus on reasoning and problem solving as well as skills like reading, writing and mathematical thinking.

Top Ten Questions to Ask Yourself About Your Student's Learning Plan

1. How does the plan address your student's interests and passions?
2. In what way did your student help to create the plan?
3. How is the work authentic? Does it have a real world application?
4. How is the plan challenging?
5. How realistic is it?
6. Which adults are listed as resources and mentors for your student?
7. What are the specific goals for your student's next exhibition?
8. How does the plan let the student use his/her hands and mind together?
9. Which Learning Goals does the plan primarily address?
10. How does the student feel about his/her Learning Plan?

The Learning Goals

Students use the Learning Goals to help expand their project work and challenge themselves with new ideas. These are the five Learning Goals.

1. How do I prove it? Empirical Reasoning

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What idea do I want to test? (essential question)
- What has other research shown?
- What is my hypothesis? How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What error do I have?
- What conclusions can I draw from my research?
- How will I present my results?

2. How do I measure, compare or represent it? Quantitative Reasoning

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to evaluate my hypothesis?
- What numerical information can I collect about this?

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- Can I estimate this quantity?
- How can I represent this information as a formula or diagram?
- How can I interpret this formula or graph?
- How can I measure its shape or structure?
- What trends do I see? How does this change over time?
- What predictions can I make?
- Can I show a correlation?

3. How do I take in and express ideas? Communication

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I write about it?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it?
- Who can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

4. What are other people's perspectives on this? Social Reasoning

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To who is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

5. What do I bring to this process? Personal Qualities

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I strengthen my health and well-being?
- How can I communicate honestly about this?

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- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I take on more of a leadership role?
- How can I work cooperatively with others?
- How can I enhance my community through this?

Learning Through Internship (LTI)

Why LTI?

The primary purpose of a student's Learning Through Internship (LTI) at a Big Picture school is to build knowledge, understanding and skills in the context of authentic work. By making the learning process real, students are encouraged to take responsibility for their own learning and become inspired life-long learners.

Mentors

Each student has a mentor in the community who shares the student's interest. The mentor guides and coaches the student intern at the work site, while the student receives additional project support from the advisor back at school. The student is expected to contribute a substantial project of real consequence to the LTI site. The mentor becomes part of the student's learning team.

LTI Visits

The advisor regularly communicates with the mentor to monitor and assess the student's progress. Together they plan authentic challenging projects, which become part of the student's Learning Plan. The best LTI projects occur when both the student and mentor are helped by the work.

Interest Exploration

In order to pursue their passions, students must find out what they are passionate about. As part of advisory, students will begin to explore their interests. Exposure to new ideas, places, cultures and information is a part of the school experience.

LTI Search

Students learn to make professional phone calls, conduct informational interviews and spend the day at workplaces around the community in order to find a good internship. A good internship is one that the student is interested in, where the mentor is a good match for the student and where there is the potential for real, rigorous project work which will help the student and the LTI site.

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LTI Set-Up

Before each LTI is set up, the potential mentor goes through a police check to ensure that they are an appropriate placement for the student. At the set-up meeting, the advisor and student go over the student's Learning Plan with the mentor and talk about future goals.

Project Development

About 2 weeks after the start of the LTI, the advisor, student and mentor sit down for a project meeting. This project will be added to the student's Learning Plan and exhibited at the student's exhibition.

Integrating the Learning Goals

Often students will need to learn new skills in order to complete their LTI project. To do this they work with their advisor or other knowledgeable adults back at school. Math skills, new computer programs or research can all be done back at school with help from an advisor or other resource.

Exhibitions Overview

Students present their work and learning at the end of each quarter. The student's parents, mentor, advisor, peers and others come to reflect on and evaluate his or her process and products. The student creates visuals, an agenda and note cards to create a professional presentation. Your role is to help your student reflect on his or her work and to evaluate how the student has grown and worked toward the goals on the Learning Plan.

What Makes a Great Exhibition?

A well prepared presentation:

- Note cards
- Agenda
- Visuals
- Eye contact
- Speaking clearly

A packet for panelists

(including Learning Plan, agenda, exhibition feedback form and sample work)

Evidence of Learning Plan work

(shown organized in the student's Portfolio)

Evidence of the process the student went through

(drafts, journal entries, Supercalendar, meeting notes)

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Creative activities that involve the panelists

Honest self-reflection

(discussion of growth and struggles throughout the quarter)

Evidence of improvement

(depth of learning, excitement about projects, more responsibility for his or her own learning)

Ten Great Questions to Ask at an Exhibition

1. What are you most proud of this quarter?
2. What have you learned most about?
3. What was the most challenging part of this quarter?
4. How could you have gone deeper with your work?
5. How was your work connected to your interests?
6. How have you worked with your mentor? How have other adults been resources?
7. Describe a day at your LTI.
8. Describe what role you play in advisory and in the school.
9. What did you think of this exhibition? How did it compare to your previous exhibitions?
10. What are some ways I could support your work next quarter?

Glossary of Terms Used at Big Picture Schools

Advisor

Groups of students are lead by a teacher who is referred to as the advisor. The advisor is the facilitator of each student's Learning Plan and LTI. The advisor has primary responsibility for each student's progress in his or her advisory but also teams with other advisors.

Advisor Narrative

Each quarter, the advisor develops a written document for each student in his or her advisory. This document assesses and reflects on the student's work and makes recommendations for the following quarter.

Advisory

Each student is part of an advisory group. This is the student's "home base" at the school. Each advisory is comprised of approximately 12 – 16 students. This group stays together with the same advisor for 4 years.

Big Picture Learning Goals

The five general Learning Goals provide a framework for thinking about project depth and student learning. Expectations of Big Picture school graduates are focused around these five

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main areas: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities. Each area has detailed reasoning abilities associated with it. The Learning Goals are the guideposts for all real world project work conducted by students.

Exhibition

Big Picture schools schedule exhibitions of work on a quarterly basis. Each exhibition within a school year has requirements based on the student's grade level and the status of the individual student's project work. It is through this exhibition of work that the student demonstrates his or her accountability for all facets of the Learning Plan. Exhibitions are presented to a panel of parents, students, advisors, mentor and others who provide specific feedback.

Intern

A student from a Big Picture school who has an LTI in the community.

Journal

The documentation of learning that each student does regularly to record thoughts, feelings, observations and plans around their education.

Learning Plan

Each student has a personalized curriculum that is described in his or her Learning Plan. This incorporates the student's interests and passions and connects them, through project work, to the Learning Goals. The student and advisor develop the Learning Plan in conjunction with the parent or guardian and, the student's mentor. The Plan is updated on a regular basis. Our Learning Plans are created using the Richer Picture portfolio program

Learning Plan Meeting

This is a meeting of the student, advisor, parent and mentor to discuss the Learning Plan. Each party contributes to the student's personalized plan. As students progress through their years at a Big Picture school, they become more and more responsible for running these meetings and documenting the outcomes, which are incorporated into the updated Learning Plan.

Learning Plan Work

This is the detail of the Learning Plan that the student agrees to carry out. The work is presented at regularly scheduled exhibitions.

Learning Plan Team

This group is made up of the student, advisor, parent/guardian and mentor. The team works together to plan and assess the student's learning.

LTI – Learning Through Internship

Based on the Big Picture philosophy, each student learns through pursuing his or her own interests and passions. By establishing an intern/mentor relationship with an adult in the community who has the same interest or passion and who works in that area, the student has the

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opportunity to build skills and knowledge that are relevant and real. The student's advisor assists the intern and mentor in developing project work and supports that work back at school.

LTI Anthropology

In the first few weeks of a student's LTI experience, he or she conducts an investigation into the site that provides background and understanding of the context of the internship. The anthropology is conducted under the supervision of the mentor around such topics as how the organization is structured, how decisions are made, how people are expected to behave, and how people's work is evaluated.

LTI Project

The authentic project a student does at the LTI site, including the product and associated research, investigation and reflection on the project. This work should be of value to the internship site and directly connect to the student's Learning Plan.

Mentor

The adult guide at the workplace who becomes a part of the student's Learning Plan team.

Mentor Assessment

At the end of each LTI, mentors are asked to assess the intern's LTI experience and performance. The mentor, advisor and student review the completed form together, which helps the student better understand their work and prepare for his or her next LTI. Excerpts may be used in the advisor's narrative.

Personalized Education

The Big Picture philosophy of educating each student one at a time around their interests and passions.

Portfolio

Each student keeps documentation of his or her work. It may be organized in a portfolio box, a portfolio binder, and digitally. Student's use the work in their portfolio as evidence of their learning growth.

Shadow Day

In the search for the appropriate LTI site and mentor, Big Picture students take part in one or more shadow days, which are one-day experiences at a site of interest to the student. The student follows a potential mentor in the regular course of his or her work.

Personal Narrative

Each quarter, the student assesses and reflects on the work, the goals that were established and accomplished, and the next stage of work. These written narratives are combined with the advisor's narrative, which is provided for the parents and maintained in the student's records.

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Supercalendar

The calendar the student uses to organize plans and activities and to keep track of important dates and deadlines.

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GENERAL INFORMATION

ANNOUNCEMENTS

Announcements will be read during Pick Me Up each Monday, Wednesday, and Friday.

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.

ATTENDANCE POLICY

GRADES 9 – 12 - ATTENDANCE PHILOSOPHY

It is the belief of the faculty and administration of LaFayette Big Picture 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 on a regular basis. Our philosophy for attendance insists that regular attendance and participation is needed for optimal mastery. 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 Big Picture 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 school. The Advisor, regardless of the reason, legal or illegal, will record an absence. When a student is absent a student is expected to contact the advisor/ 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:

Sickness	Sickness or death in family
Medical appointment	Impassable roads
Religious observance	Required court appearance

Therefore, students are expected to be in school except in cases of emergency and/or for reasons listed below:

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

*NYS Education Department has issued new guidelines regarding attendance. LaFayette Big Picture School will implement as soon as appropriate.

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Procedure for Absences

1. The parent or guardian is asked to call the school or email the advisor 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.
3. We will make every attempt to verify absences.

If it is necessary to be excused before the end of the school day, the parent or guardian is expected to sign the student out in the Office.

Extra curricular activities are also impacted by absences. Please see the LaFayette Junior/Senior High School extra curricular eligibility policy included in this handbook.

CLASS ABSENCES

Lines of Responsibility for Making up Work:

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. Students/Parents will be notified by advisors/teachers when unmade-up absences become excessive.

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

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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.

EMERGENCY CARD INFORMATION

It is essential that we are able to contact parents/guardians should an urgent need arise. We must therefore require current emergency information card. Students will receive these cards on the first day of school and we need them returned within 2 weeks. If an address or phone change occurs, please contact us immediately so we can update records.

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 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.
- 2) Driving to and from Internships or any off campus program or event which occurs during the school day is prohibited.
- 3) Upon arrival or when departing school, students may not linger in their cars but must immediately enter the building or exit the school grounds.
- 4) The parking lot is OFF LIMITS throughout the school day.
- 5) 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.
- 6) Excessive tardiness indicates a lack of student responsibility and, after fair warning, driving privileges will be suspended.
- 7) 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.

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

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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.

HEALTH ISSUES

1. Physicals by State Ed Law are required at grades 1, 3, 7, & 10.
2. Accidents – In the event of an accident while in school, go to the office immediately. If pertinent, you will be asked 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 principal and kept in her office for dispensation, not in your bag. This includes aspirin, Tylenol and other non-prescription drugs.

PERSONAL PROPERTY 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.

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.

TEXTBOOKS/SCHOOL EQUIPMENT

Students are responsible for all books, calculators and other equipment assigned to them. 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. A check is to be made out to the school for the amount and given to the teacher or Main Office.

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

VISITS BY PARENTS

Parents are always welcome at school. We also encourage parents to become active in the Big Picture Parents Group. Please check our website and newsletter for meeting dates and times.

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VISITS BY 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.

INTERSCHOLASTIC SPORTS

LaFayette Big Picture Students can participate in Co-Curricular activities the Junior/Senior High School.

MEN'S	WOMEN'S
Football	Cheerleading
Soccer	Soccer
Cross-Country	Cross-Country
Basketball	Volleyball
Wrestling	Softball
Lacrosse	Tennis
Baseball	Basketball
Tennis	Lacrosse

Students who represent LaFayette in extracurricular/athletic 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.

LaFayette Junior-Senior High School Clubs and Activities

- ✓ Class Cabinets: Students elected by their class serve in many different capacities throughout the year.
- ✓ French Club is open to students in all levels of French (I, II, III, IV). The students play French games, sing French songs, dance French folklore dances and experience French cuisine. The French Club meets every first Wednesday of the month from 2:45 to 3:30 in room 124.
- ✓ Jazz Ensemble and Pit Orchestra: 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

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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 Book Club is open to grades 7 through 9. We read books from a variety of genres and meet to discuss them. Students book talk their choices at each meeting. Students choose titles/genres to read with my input. Meetings are generally every other week, but the schedule varies depending on students' needs and activities.
- ✓ 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.
- ✓ School Newspaper
- ✓ 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. The schools compete against each other in a very rigorous tournament that starts in February and ends in April or May, depending on how far the team advances. Practice begins in December and lasts for the duration of the season. There is usually practice everyday after school.
- ✓ The Musical is on the 3rd Friday and Saturday of March. Auditions are held on the Monday and Tuesday of November before Thanksgiving recess. All Jr. Sr. High school students are encouraged to audition.
- ✓ National Junior Honor Society is for grades 7, 8, 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

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planned each year. We hold an annual Blood Drive for the American Red Cross and students participate in the Walk for Breast Cancer.

- ✓ Outdoor Education Club 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)
- ✓ Sr. High Book Club is open to grades 10 - 12. Students continue reading from different genres. Titles/genres depend on students' interests. We tend to read from a very wide variety of topics ranging from classics to political humor. Sr. High students have very busy schedules so we meet irregularly and try for once a month.
- ✓ 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 some time 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: 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. The Spanish Club meets after school.
- ✓ 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. We welcome all students to join at any time of the year. We meet every Tuesday at 2:45 in the LGI.
- ✓ 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. Meeting time will be determined at the beginning of each school year.

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- ✓ 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
- ✓ Youth Construction Initiative Program (Y.C.I.P.) is a two year program for eligible juniors and seniors. The program can enroll 25-30 students each year. The goal of the program is to prepare students of color, women and low income high school students with job skills in the construction trades. Students are exposed to career possibilities, job preparation, as well as life skill workshops. Students are exposed to computer technology and safety and first aid training. Students attend field trips to agricultural and technical colleges. Students will also be given opportunities for work and apprenticeship training.

Co-Curricular Code of Conduct Final Revised Version – 5/2/11

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.

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.

“Honesty is the best policy. If I lose my honor, I lose myself.” Shakespeare

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

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- Possession/distribution/consumption or facilitation of use of drugs or alcohol
- Assault
- Arson
- Bomb Threats
- Theft
- Cybercrime

Review committee

The review committee will consist of:

- 1 Teacher/Advisor
- 1 Administrator
- 1 Athletic Director
- 1 Teacher/Coach
- 1 Guidance counselor

Option

At the time of the review, student may be accompanied by a parent, guardian or other chosen advocate.

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Code of Conduct Violation Form

Name _____ Date _____

Violation _____

It has been determined by administration that your conduct on _____ was in violation of the Co-Curricular Code of Conduct.

As per the policy, we are revoking your privilege to participate in any co-curricular activity (listed below) for a ten week period commencing on _____ and concluding on _____.

A review committee will be available to you at the end of the first five weeks (date: _____).

- If you would like the committee to consider a reduction at the 5 week point, you must submit a plan within 5 days of the date of this letter. Your petition for suspension reduction must include a documentation of community service and/or counseling. Suggestions and stipulations for this plan are attached.
- There is no guarantee that the committee will reduce the suspension period.
- If you would like to meet with the review committee after the first 5 weeks (not before), please indicate your intent by detaching and submitting the form attached by _____.
- If you do not meet with the review committee your suspension will remain at the full 10 weeks concluding on _____.

Co-Curricular Activities Subject to the Code of Conduct

All sports – Modified, JV, Varsity and Cheerleading
Class Cabinets, Class Offices – Grades 7, 8, 9, 10, 11, 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
Homecoming Court

**In addition, the National Junior Honor Society and National Honor Society are National organizations with Codes of Conduct that the organization must implement.

Options for Penalty Reduction at 5 Weeks

1. Any documented (director/supervisor must attest to hours) voluntary community service from a recognized non-profit organization such as United Way agencies. (mandated 20 hours);

- **APPLE FESTIVAL**
- **COMMUNITY GARDENS (GARLIC FARM)**
- **SENIOR CITIZENS**
- **VERA HOUSE**
- **SCHOOL SERVICE (AFTER SCHOOL HOURS ONLY)**
- **OTHER VOLUNTEER ACTIVITIES WILL BE CONSIDERED**

- Church related
- Soup kitchen
- Salvation Army
- SPCA
- Hospital Volunteer

2. Counseling is recommended in addition to the 20 hours of community service.

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Any plan must be pre-approved by a review committee and must be submitted within 5 days of date of this letter.

Name _____ Date _____

I respectfully request a meeting with the Review Committee to consider a reduction of my suspension.

Co-Curricular Activity/ Activities _____

Signed _____

*****This request must be submitted within 5 days of date of this letter.**

Co-Curricular Eligibility Policy for the LaFayette Big Picture School

Students will be eligible and will remain eligible when Learning Plan goals are met or in the process of being met according to the timeline set.

The student's advisor will notify the principal if the student becomes ineligible.

The student will remain ineligible until goals are met and/or the next Learning Plan is developed.

School Attendance/Course Load

All students are expected to attend school regularly and participate in the entire school day. All students must carry a minimum of 6 credits or the approved equivalent in order to be eligible for participation. With approval, seniors may carry 5 credit hours.

All students must be in school before 9 am on the day or, in the case of a weekend activity, the school day prior to the activity in order to participate. Students who provide an acceptable excuse will be allowed full participation. Administration reserves the right to review chronic tardies and/or absences.

Acceptable excuses include but are not limited to:

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

Penalty

Violation of the attendance rule will result in students not being allowed to participate in the practice/meeting, or event of that day. If the violation occurs on a Friday or day before a holiday, the penalty will occur during the next practice/meeting or event.

Transportation

All students are required to use transportation provided by the school to and from all out-of-district co-curricular events. Students will be allowed to leave an event with a parent/guardian

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provided their parent provides written permission to the coach/advisor. In extreme circumstances in which a participant can not ride the bus to an event, permission must be granted by the principal for the student's parent/guardian to provide transportation. Any violation will result in a mandatory meeting/conversation between the coach/advisor and parent/guardian before the student is eligible to resume participation.

Equipment

Students will return all equipment, uniforms, costumes, or other supplied materials immediately upon conclusion of the activity. Students are allowed to use these items at appropriate times only. Failure to comply will result in suspension from subsequent activities until item(s) are returned or restitution is made.

ISS/Late Detention

Any student assigned an In School Suspension or a 5:30 Detention will not be permitted to participate in any co-curricular activities on the date they serve the discipline.

Notes:

Students are expected to abide by any specific rules for their activity as determined by the advisor/coach.

Any infraction that occurs that is not specifically covered in this document but that an advisor/coach feels deserves punishment, may be handled by the Co-Curricular Advisory Board.

GENERAL ACADEMIC INFORMATION

The NYS diploma types for the graduating class of 2011 are:

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

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

Graduation Requirements

NYS Regents Examinations – Minimum passing score of 65% required

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Honors Diploma may be achieved by scoring an average of 90% on all required regents exams for diploma type

<u>Regents w/Advanced Designation</u>	<u>Regents Diploma</u>
English – ELA	English – ELA
Global History	Global History
U.S. History	U.S. History
Mathematics (3)	Integrated Algebra
Sciences (2)	Science (1)
Living Environment	
Physical Setting	
LOTE – (Language Other Than English)	

Minimum Course and 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
Electives	1.5	3.5
TOTAL	22	22

* 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

At the LaFayette Big Picture school, a student’s portfolio will be reviewed at the end of the year to determine if a student has earned credits for course equivalents.

Classification

Class status and promotion will be determined by the completion of goals.

Underclassman:

101	Traditionally 9th grade
201	Traditionally 10th grade

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Senior institute:	301	Successful Gateway Exhibition
		Traditionally 11th grade
	401	Traditionally 12th grade

Online Courses

LaFayette offers NovaNet, a comprehensive, online curriculum for high school students used at LaFayette Central Schools for credit recovery. The courses will be available for full time students at risk for a delay in graduation due to course failure, credit shortage, and/or health related issues. A selection criteria will be in place and students must apply and receive administrative and Guidance approval to enroll. Progress will be monitored and reported to Guidance.

SUMMER SCHOOL

LaFayette Big Picture school students will be required to attend summer school to complete any unmet goals from the year. A student will not be allowed to 'level up' until all goals are met.

A 201 student cannot enter Senior Institute unless he/she has successfully completed a Gateway Exhibition.

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.

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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:

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.

CODE OF CONDUCT

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.

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.

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The Disciplinary Policy is 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 Procedures

Note: ASD After School Detention (2:30-3:30)
ISS In School Suspension
OSS Out of School Suspension

Definition of Terms

A. Detention – Detaining a student after school hours. 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

B. In School Suspension – (ISS) – Removing a student from his/her normal schedule and placing him/her in an alternate location with supervision. Students are expected to complete work during this time. ISS is generally assigned as one full day, but may be modified.

C. 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.

D. 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.

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E. 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.

F. Teacher Removal of a Disruptive Student – A student who, despite previous intervention strategies, has failed to comply with classroom expectations and interferes with classroom instruction and/or learning. Grounds for removal include but are not limited to the following;

1. Refusal to comply with teacher’s direction
2. Excessive arguing with teacher
3. Consistent talking
4. Poses a danger e.g. physical and/or verbal behavior which in any way threatens staff or students.

Students will be removed for a minimum of three class periods (maximum of 5) from that class only. The student will be permitted to attend all other classes. For the duration of the removal, the following conditions apply;

If the student poses an immediate danger, the teacher will

1. Remove the student, explain the reason and allow an opportunity for the student to be heard within 24 hours or next school day.
2. Supply class work for the student.
3. Inform the principal of reasons for removal and demonstrate previous intervention strategies applied.

If the student does not pose an immediate danger, the teacher will

1. Before removing, explain basis for removal and allow student to informally present his/her version of relevant events
2. Inform principal of reasons for removal

Principal’s responsibilities triggered by teacher removal are

1. Notification of the parents within 24 hours of the reasons for the removal
2. On request, student/parent must be given an opportunity to discuss reasons with principal. Teacher will be asked to attend for clarification.
3. 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.
4. Principal must 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 only set aside discipline if:
 - The charges against the student are not supported by substantial evidence
 - The student’s removal is in violation of the law
 - The conduct warrants suspension and the suspension will be imposed.

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There will be a minimum one-day suspension period for students who are removed from the classroom by the teacher more than four times in a semester. The District may reduce the suspension period on a case by case basis consistent with law.

G. 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.

H. 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.

I. 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.

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

K. 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.

L. 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.

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M. Bullying - School bullying can be described as a situation in which one or more students (the bullies) single out a student (the victim) and engage in behaviors intended to harm that child. 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.

Cyber Bullying –includes:

- Harassment – repeated rude and insulting messages
- 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

LaFayette Big Picture School will not assume responsibility for cyber bullying which occurs off-campus, but will assist in a resolution to maintain an environment necessary to fulfill our academic mission. (Also see Technology and Right to Privacy).

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

N. 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.

O. 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

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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.

P. 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 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.

Q. 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

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

CLASS I INFRACTION

Defined as – The possession of a dangerous weapon

- Guns
- Knife
- Jackknife
- Mace
- Pepper Gas
- Martial Arts Weapons
- Bombs
- Fireworks
- Any object that may cause bodily harm and/or injury

Consequences for a Class I Infraction include, but are not limited to

- Out of School Suspension
- A Superintendent's Hearing, and/or
- Notification of Law Enforcement
- Youth Court Option (when applicable)

CLASS II INFRACTION

Defined as the following

- Possession, Distribution and/or Sale of Substance (see Drug/Alcohol Policy)*
- Possession of Toy Weapon
- Indecent Exposure
- Fighting
- Assault
- Theft
- Arson
- Possession/Use of Tobacco, Tobacco Products, Lighter/Matches
- Gambling
- Bomb Threats
- False Alarms
- Computer Tampering (See Computer Use Policy)
- Misuse of Technology (See Computer Use Policy)
- Any Act That Endangers the Safety, Health or Well Being of Students/Staff/Building; Unacceptable Social Behavior
- Non-Sanctioned Senior Skip Day/Non-Sanctioned 'Class' Skip Day
- Personal Threats Against Staff, Students or Anyone

Consequences for a Class II Infraction include, but are not limited to

- In School Suspension
- After School Detention

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- Suspension from Computer Use
- Out of School Suspension
- A Superintendent's Hearing, and/or
- Notification of Law Enforcement
- Youth Court Option (when applicable)

* Possession, distribution, and/or sale of any substance which causes damage, including but not limited to alcohol, prescription, and non-prescription drugs in or on school grounds or at a school function

CLASS III INFRACTION

Defined as the following

- Verbal and/or Sexual Harassment
- Bullying
- Excessive Arguing with Staff Member
- Defacement of School Property/Vandalism

Consequences for Class III Infractions include, but are not limited to

- Restitution
- Reimbursement
- In School Suspension
- After School Detention
- Pass Restriction
- Sexual Harassment Hearing
- Out of School Suspension
- A Superintendent's Hearing, and/or
- Notification of Law Enforcement
- Youth Court Option (when applicable)

CLASS IV INFRACTION

Defined as the following

- Truancy/Out of Building Without a Pass
- Failure to Reimburse an Activity
- Altering/Forging Passes
- Cheating (See Academic Integrity Policy)
- Driving Self/Others Without Permission
- Reckless Driving on School Property

Consequences for Class IV Infractions include, but are not limited to

- Revocation of Driving Privileges/Vehicle May Be Towed
- In School Suspension
- After School Detention
- Pass Restriction
- Reimbursement/Restitution
- Out of School Suspension

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- Superintendent's Hearing, and/or
- Notification of Law Enforcement
- Youth Court Option (when applicable)

CLASS V INFRACTION

Defined as the following

- Tardy
- Excessive Display of Affection
- Foul/Obscene Language and/or Gestures
- Insubordination
- Class Cut
- Class Disruption
- Clothing (disruptive to the educational process)* (See Dress Code)
- Unacceptable Bus Behavior (See Bus Behavior)
- Unauthorized Cell Phone, Camera Phone, Video Phone Use

Consequences for Class V Infractions include, but are not limited to

- In School Suspension
- After School Detention
- Bus Suspension
- Out of School Suspension
- Superintendent's Hearing, and/or
- Notification of Law Enforcement
- Youth Court Option (when applicable)

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

The underlying reasons for dress codes are student health and safety, maintaining classroom discipline, promoting student self-respect, discouraging peer pressure, decreasing criminal activity as it relates to gang violence and monitoring intruders. Student attire may express personal, political or religious views unless the expression creates a material and substantial disruption to the educational environment or interferes with rights of others. 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) Clothing depicting and/or promoting any illegal activity, including but not limited to violence, drugs, tobacco or alcohol.

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- 2) Clothing which is indecent, obscene and/or sexually explicit, for example, tube tops, halter tops, short shorts (less than a 5" inseam), mini-skirts, exposed undergarments.
- 3) Clothing which is derogatory toward gender, race, and/or religion.
- 4) Clothing which is distracting as to interfere with the teaching or learning process.

Students wearing such clothing will be asked to find suitable attire and, if necessary, a parent/guardian may be contacted. Failing to follow these guidelines may result in further disciplinary procedures.

NOTIFICATION OF OUTSIDE AGENCIES/PARENTS

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 of 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.

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

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- 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

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

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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 and SRO's 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.

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

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- 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.

TOBACCO AND SMOKING POLICY

SMOKING AND THE USE OF TOBACCO PRODUCTS ON SCHOOL PROPERTY IS A VIOLATION OF SCHOOL BOARD POLICY AND FEDERAL STATE LAW. FROM A HEALTH STANDPOINT, THE USE OF TOBACCO FOR SMOKING AND/OR CHEWING HAS LONG BEEN DOCUMENTED AS INJURIOUS TO ONE'S HEALTH WELL-BEING. THERE IS TO BE NO SMOKING IN OR ON SCHOOL PROPERTY.

It is a health hazard to everyone! Any student wishing to quit smoking may participate in the Tobacco Free School Program. This is a voluntary and confidential program designed to help students, not punish them. For more information, see any staff member.

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). 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.

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Among the significant changes in the procedures from the discipline of students with disabilities, school officials have increased authority to suspend or remove students with disabilities to interim alternative educational settings for offenses relating to illegal drugs, controlled substances weapons. In instances when school personnel maintain that it is dangerous for a student to remain in his or her current educational placement, school officials can request an expedited due process hearing to move the student to an interim setting. School officials can remove a student with a disability from his or her current placement when necessary, even though the student had previously been removed earlier in that school year, as long as the removal does not constitute a “disciplinary change in placement.”

The procedures relating to the discipline of students with disabilities require school personnel with authority to suspend or remove students to work closely with Committees on Special Education, establishing clear guidelines for communication and decision making on disciplinary matters. The following overview provides the framework for the actions that schools must take when determining that a student with a disability will be suspended or removed for behaviors that violate the school code of conduct. Subsequent sections of this document provide timelines and more detail on each of the requirements.

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.

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TECHNOLOGY/INTERNET

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

LAFAYETTE CENTRAL SCHOOLS POLICY 8362 INSTRUCTION

ACCEPTABLE COMPUTER USE POLICY BY STUDENTS AND STAFF

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.

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*** 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.

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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 # 8362 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 #8362 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 #8362 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 #8362 as the degrading/ disrupting of equipment or system performance, stealing data, equipment or intellectual property etc., will result in revocation of internet access 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 it’s 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.

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- 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.

CELL PHONES, SMART PHONES, IPODS, ETC.

The LaFayette Big Picture school believes that cell phones, smart phones, ipods, etc. are all tools that can be used to enhance a 21st century classroom and school environment. Students in our school are taught how to utilize these tools in courteous and professional ways to learn and locate information as well as be collaborative and productive. If these tools are used in discourteous and non-educational ways, staff and students will discuss the actions taken and how to correct the situation to remain courteous to our learning community.

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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

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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

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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 17, 2010. 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	

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LAFAYETTE BIG PICTURE HIGH SCHOOL

LaFayette, New York 13084

This is to acknowledge that I have received a copy of the LaFayette Big Picture School 2011-2012 Student-Parent Handbook. It is my understanding that it is my responsibility to acquaint myself with its contents. The guidelines, rules, and policies contained in the handbook are current to date, however, all sections of this handbook may be altered or omitted and new sections added by the action of the New York State Education Department, the LaFayette School District Board of Education, and/or the Administration. When such changes are made, I can expect to be so informed by the Administration.

Print Name _____

Student Signature _____ Date _____