

**CARLE PLACE MIDDLE SCHOOL/HIGH SCHOOL**

Carle Place, New York 11514

***STUDENT HANDBOOK***

***2023-2024***

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## **600 ADMINISTRATION, CHAIRPERSONS AND SUPPORT STAFF**

### **600.1 ADMINISTRATION**

Thomas DePaola	MS/HS Principal	622-6433
Gerald Baratta, Jr.	Assistant Principal	622-6534
Allen Foraker	Assistant Principal	622-6427

### **ATHLETICS**

James San Filippo	Athletic Director	622-6465
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### **ATTENDANCE OFFICE**

Yaumiry Perea	Attendance Clerk	622-6414/6417
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### **BUILDINGS & GROUNDS**

John Hendricken	Director of Facilities	622-6425
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### **CAFETERIA**

TBD	Food Services Director	622-6485
	HS Cafeteria/Kitchen	622-6492
	MS Cafeteria/Kitchen	622-6471

### **CHAIRPERSON/DIRECTORS**

James San Filippo	Director, Athletics/Physical Education/ Health/ Family & Consumer Sciences	622-6465
Anthony DeBlasio	Director, MS/HS Guidance	622-6578
Leslie Rubenstein	Director, English/Literacy Support	622-6408
Daniel Como	Chairperson, Special Education	622-6517
Jamie Ann Pullan	Director, Science, Technology, Engineering & Mathematics (STEM) / Business	622-6446
Michael Limone	Director, Visual & Performing Arts	622-6458
Leslie Rubenstein	Director, Social Studies & World Languages	622-6408

### **CUSTODIAL OFFICE**

Wayne White	Head Custodian	622-6491
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### **GUIDANCE**

Anthony DeBlasio	Director	622-6578
Kelly Dass	High School Counselor (A-F)	622-6463
Gail Molloy	High School Counselor (G-O)	622-6479
Robert Santoro	Middle School Counselor (A-Z)	622-6411
Christopher Vella	High School Counselor (P-Z)	622-6474

### **LIBRARY**

Lori Feit	MS/HS Librarian	622-6486
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### **NURSE'S OFFICE**

Margaret McGovern	MS/HS Nurse	622-6496
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### **PSYCHOLOGISTS**

Dr. Christopher Grieco	MS/HS	622-6419
Lindsay Waskowitz	MS/HS	622-6415

600.2a

DAILY CLASS TIME SCHEDULES

<b>Pd.</b>	<b>REGULAR M,F</b>	<b>Pd.</b>	<b>EXTRA HELP T,W,TH</b>	<b>Pd.</b>	<b>PEP- RALLY</b>	<b>Pd.</b>	<b>EARLY RELEASE</b>
0	7:20 – 7:57	0	7:20 – 7:57	0	7:20 – 7:57	0	7:20 – 7:57
1	8:00 – 8:43	1	8:00 – 8:41	1	8:00 – 8:38	1	8:00 – 8:33
HR	8:46 – 8:52	HR	8:44 – 8:50	HR	8:41 – 8:42	HR	8:36 – 8:37
2	8:52 – 9:35	2	8:50 – 9:25	2	8:42 – 9:19	2	8:37 – 9:09
3	9:38 – 10:21	3	9:28 – 10:09	3	9:22 – 10:00	3	9:12 – 9:45
4	10:24 – 11:07	4	10:12 – 10:53	4	10:03 – 10:41	8	9:48 – 10:21
5	11:10 – 11:53	5	10:56 – 11:37	5	10:44 – 11:22	4	10:24 – 10:57
6	11:56 – 12:39	6	11:40 – 12:21	6	11:25 – 12:03	5	11:00 – 11:33
7	12:42 – 1:25	7	12:24 – 1:05	7	12:06 – 12:44	6	11:36 – 12:09
8	1:28 – 2:11	8	1:08 – 1:49	8	12:47 – 1:25	7	12:12 – 12:45
9	2:14 – 2:57	9	1:52 – 2:33	9	1:28 – 2:06	9	12:48 – 1:20
X	xxxxxx		2:33 – 2:57 Extra Help		2:09 – 2:57 Pep Rally		1:30 – 4:15 Staff Development

600.2b

**ONE HOUR & TWO HOUR DELAYED OPENING SCHEDULES**

**Delayed Opening (1 hour) 9:00 a.m. – 3:00 p.m.**

Period	Time	
1	9:00 – 9:37	(37 mins.)
2	9:40 – 10:20	(40 mins.) 37 + 3
3	10:23 – 11:00	(37 mins.)
4	11:03 – 11:40	(37 mins.)
5	11:43 – 12:20	(37 mins.)
6	12:23 – 1:00	(37 mins.)
7	1:03 – 1:40	(37 mins.)
8	1:43 – 2:20	(37 mins.)
9	2:23 – 3:00	(37 mins.)

**Delayed Opening (2 hours) 10:00 a.m. – 3:00 p.m.**

Period	Time	
1	10:00 – 10:30	(30 mins.)
2	10:33 – 11:09	(36 mins.) 30 + 6
3	11:12 – 11:42	(30 mins.)
4	11:45 – 12:15	(30 mins.)
5	12:18 – 12:48	(30 mins.)
6	12:51 – 1:21	(30 mins.)
7	1:24 – 1:54	(30 mins.)
8	1:57 – 2:27	(30 mins.)
9	2:30 – 3:00	(30 mins.)

600.3

**GUIDANCE DEPARTMENT CALENDAR 2023/24**

*(Please Note: Due to COVID-19, events, dates, locations listed below are subject to change)*

Friday	August 4	Registration deadline for September ACT Exam
Saturday	August 26	SAT exam – 8:00 am
Wednesday	September 6	First Day of School
Friday	September 8	Registration deadline for October SAT
Saturday	September 9	ACT exam – 8:00 am
Sunday	September 10	NACAC Virtual College Fair 1:00pm-6:00pm
Wednesday	September 20	Financial Aid Night – HS Auditorium – 7:00 pm
Monday	September 22	Registration deadline for October ACT Exam
Friday	September 22	CPHS College Mini-Fair
Wednesday	September 27	12 <sup>th</sup> Gr. Parent College Application Meeting - 7:00 p.m.
Friday	September 29	CPHS College Mini-Fair
Tuesday	October 3	NCA–Fall College Expo at Adelphi Univ.5:30–8:30 pm
Thursday	October 5	Registration deadline for November SAT
Friday	October 6	CPHS College Mini-Fair
Saturday	October 7	SAT exam – 8:00 am
Saturday	October 7	PSAT/NMSQT exam – 8:00 am – M.S. Quad
Friday	October 13	CPHS College Mini-Fair
Sunday	October 15	NACAC Virtual College Fair - 1:00pm–6:00pm
Wednesday	October 11	9 <sup>th</sup> Grade Parent Meeting – Auditorium–7:00 pm
Saturday	October 28	ACT exam – 8:00 am
Wednesday	November 1	10 <sup>th</sup> Grade Parent Meeting – Auditorium– 7:00pm
Thursday	November 2	Registration deadline for December SAT
Friday	November 3	Registration deadline for December ACT



Saturday	November 4	SAT Exam – 8:00 am
Thursday	November 9	FIRST MARKING PERIOD ENDS
Sunday	November 12	NACAC Virtual College Fair - 1:00pm–6:00pm
Wednesday	November 15	Grades/Comments Due on Schootool – 3:00pm
Friday	November 17	Report Cards Available on Parent Portal
Saturday	December 2	SAT exam – 8:00 am
Saturday	December 9	ACT exam – 8:00 am
Friday	January 5	Alumni Day
Friday	January 5	Registration deadline for February ACT
Friday	January 26	SECOND MARKING PERIOD ENDS
Monday	January 30	Second Semester Begins
Wednesday	January 31	Grade 8–11 Parent Orientation Auditorium - 7:00 p.m.
Wednesday	January 31	Grades/Comments Due on Schootool- 3:00pm
Friday	February 2	Report Cards Available on Parent Portal
Wednesday	February 7	11 <sup>th</sup> Grade Parent College Planning Mtg. 7:00 p.m.
Saturday	February 10	ACT exam – 8:00 am
Friday	February 23	Registration deadline for March SAT
Friday	March 8	Registration deadline for April ACT
Saturday	March 9	SAT exam – 8:00 am
Thursday	April 12	THIRD MARKING PERIOD ENDS
Saturday	April 13	ACT exam – 8:00 am
Wednesday	April 17	Grades/Comments Due on Schootool – 3:00 pm
Friday	April 19	Report Cards Available on Parent Portal
Friday	April 19	Registration deadline for May SAT

Monday- Friday	May 1 May 12	ADVANCED PLACEMENT TESTING
Friday	May 3	Registration deadline for June ACT
Saturday	May 4	SAT exam – 8:00 am
Wednesday	May 8	6th Grade Parent Meeting Orientation to Middle School – 7:00 North Café
Friday	May 17	Registration deadline for June SAT
Saturday	June 1	SAT exam – 8:00 am
Saturday	June 8	ACT exam – 8:00 am
Thursday	June 13	FOURTH MARKING PERIOD ENDS
Wednesday	June 26	Grades/Comments Due on Schooltool OR SOONER - As Soon As Possible After Tests
Friday	June 28	Report Cards Available on Parent Portal

## **603**    **ATTENDANCE**

### 603.1    **STUDENT ATTENDANCE POLICY**

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

1. To increase school completion for all students;
2. To raise student achievement and close gaps in student performance;
3. To identify attendance patterns in order to design attendance improvement efforts;
4. To ensure the maintenance of an adequate attendance record verifying the attendance of all children at instruction;
5. To promote the safety of the District's student throughout the school day;
6. To verify that individual students are complying with education laws and regulations relating to compulsory attendance;
7. To determine the District's average daily attendance for State aid purposes.

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

The Carle Place School District will:

1. Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
2. Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of the collaboratively developed Comprehensive Student Attendance Policy.
3. Maintain accurate record keeping, in accordance with State law and regulations, via a Register of Attendance to record the Attendance, absence tardiness or early departure of each student;
4. Utilize data analysis systems for tracking individual student attendance and individual group trends in student attendance problems.
5. Develop early intervention strategies to improve school attendance for all students. These strategies may include:
  - a. Notification to administrator of a pattern of absences;
  - b. Written notification to parents;
  - c. Conference with teacher (s);
  - d. Meeting with Principal and Parent (s)/ Person(s) in parental relation;
  - e. Review by the District's Child Study Team;
  - f. Schedule an appointment with the district physician;
  - g. Home visit by District's Psychologist;

- h. Initiation of a Person in Need of Supervision (“PINS”) petition;
- i. Notification to agencies such as Child Protective Services, as warranted.

B. Determination of Excused and Unexcused Absences, Tardiness and Early Departures

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

- 1. Excused: An absence, tardiness or early departure may be excused if the reason for the absence is appropriately documented to the district in accordance with the provisions of this policy, and the reason for the absence is due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, disciplinary suspensions, prearranged and approved appointments with members of the District’s staff, attendance at health clinics, approved college visits, approved cooperative work programs, obtaining learner’s permit, road test, all approved school field trip and assemblies, military obligations or other such reasons as may be approved by the Board of Education, or its designee. Every effort should be made to schedule non-emergency medical and or dental appointments outside of school hours.
- 2. Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above excused categories (examples of unexcused absences could include but are not limited to family vacation, hunting, babysitting, hair cut, oversleeping, leaving school without permission, excessive and continual lateness to class, cutting, employment).

C. Student Attendance Record Keeping/Data Collection

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

Commencing July 1, 2003, attendance shall be taken and recorded in accordance with the following:

- 1. For students in non-departmentalized kindergarten through grade six (i.e., grade level classes which are held in one room and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student’s presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the students return from lunch.
- 2. For students in grades seven through twelve, each student’s presence or absence shall be recorded after the taking of attendance in each period of scheduled

instruction except that where students do not change classrooms for each period of scheduled instruction.

3. Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
4. In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

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

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

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

**D. Responsibility of Parents/Guardians**

Parents are expected to call the school nurse/attendance office if their child will be absent. Upon returning to school, each student must bring a written excuse, signed by the parent or guardian, stating the date, length of time and reason for absence, if the notice is not received within two (2) school days of the student's return, the absence will be determined to be an unexcused absence.

**E. Student Attendance/Grading Policy**

The Carle Place School District believes that classroom participation is integral to a student's successful performance and grasp of the subject matter and, as such, is properly factored into a student's final grade. Students are expected to attend all scheduled classes. Since attendance is a substantial factor in classroom participation, any unexcused absence from class will impact on the student's class grade for the marking period. The District shall employ intervention strategies, as set forth in this policy, toward students who are demonstrating patterns of unexcused absences or excused absences that appear to be affecting the child's academic performance. However, it is District policy that a student's grade shall not be penalized in cases of properly excused absences, tardiness and early departures for which the student has adequately performed any assigned make-up work, assignments and/or tests.

For Grades K-6 any student absence without excuse for 10% of the school year shall be deemed at risk for retention, and the parent shall be informed of such. Students at risk shall be provided with early intervention strategies as set forth in this policy.

Notwithstanding any other reasonable basis to retain a student, at the discretion of the District and in accordance with this policy, students who are absent without an excuse

for 20% of the school year will be retained.

Parent (s) /person (s) in parental relation to students who are at risk of being retained or who are at risk of receiving a significant grade reduction due to deficiencies in class participation as it relates to attendance, shall receive notice of their child's possible retention or significant grade reduction, in accordance with this policy.

Students will be considered in attendance if the student is:

1. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
2. Working pursuant to an approved independent study program:
3. Receiving and adequately engaging in approved alternative instruction. This may include but not be limited to alternative home instruction provided by the District or alternative instruction provided at school-sponsored events.

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up any missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

F. Students with Disabilities

For students with disabilities, the District will consider whether the student's absence is related to his/her disability or medical condition. The District will not apply its attendance policy to a student with a disability for purposes of student retention or class participation grades, where the student's absences are related to the student's disability/medical condition.

G. Notice of Attendance Standard

In order to ensure that parent (s) /person (s) in parental relation and students are informed of the District's policy regarding the effect of class participation on student grades as well as minimum attendance standards for grade K-6 promotion, and the implantation of specific intervention strategies to be employed prior to effect of absences on class participation grade, and/or grade promotion, the following guidelines shall be followed:

1. A plain language summary of the District's Comprehensive Student Attendance Policy will be mailed to parent(s) /person (s) in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District. Individual buildings/grade levels will address procedures to implement the notification process to the parent(s) person (s) in parental relation.
2. Copies of the Attendance Policy will also be included in parent/student handbooks.
3. At periodic intervals, the Principal or his/her designee will notify the parent (s) /person (s) in parental relation of the student's absence, tardiness, or early

departure and explain the relationship of the student's attendance to his/her ability to successfully pass the course or be promoted.

4. Parent (s) /person (s) in parental relation to students as well as the students who are at risk of retention or of receiving a significant grade reduction due to a lack of class participation as it relates to student absences, shall receive written notification of their student's risk of retention or significant grade reduction due to lack of participation. Such notice shall set forth the student's name, grade, number of absences/tardiness/early departures from/to class, name of class and teacher's name; provide a means by which the parent (s) /person in parental relation can contact the District to discuss the matter; advise the student's parent (s) /person (s) in parental relation of the District's attendance requirements regarding grade advancement and class participation; and, if a decision has been made to retain the student or significantly reduce a student's grade based on a lack of classroom participation as it relates to absence, the notice shall set forth procedures which the parent (s) /person (s) in parental relation must follow if they wish to appeal the decision.
5. A designated staff member will review the District's Attendance Policy with students, in an age-appropriate manner who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented where appropriate.

#### H. Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify the parent(s)/ person (s) in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall reference the District's Comprehensive Student Attendance Policy.

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

#### I. Attendance Incentives

1. At commencement, students who have maintained perfect attendance for each year in grades 3-6, 7-12 and/or 9-12 will receive a perfect attendance award.
2. By maintaining good attendance, students will be eligible for all school field trips and extra-curricular activities.

#### J. Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in and in accordance with the District's Code of Conduct. Consequences may include, but not be limited to, student warning, parent meeting, detention, in-school suspension, and denial of participation in interscholastic and extracurricular activities and field trips.

K. Intervention Strategy Process

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

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

L. Appeals Process

Parent (s)/person (s) in parental relation may request a building level review of their child's attendance record with the Principal of his/her designee. Appeals from the Principal's decision on the building level review may be sought, in writing, to the Superintendent, within five (5) school days of the Principal's decision. Appeals from the Superintendent's decision may be sought, in writing, to the Board of Education, within five (5) days of the Board of Education's decision.

M. Building Review of Attendance Records

Commencing with the 2003-2004 school year, the building principal and/or assistant principal will work in conjunction with the building attendance clerk and other designated staffing reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address, the problem of unexcused absences, tardiness and early departures.

N. Annual Review by the Board of Education

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

O. Community Awareness

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

1. Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
2. Providing each teacher, at the beginning of the school year, or upon employment, with a copy of the policy;



3. Providing copies of the policy to any other member of the community upon request;
4. Conducting a presentation at back to school night; and
5. Including a summary of the policy in the school calendar.

#### 603.2 BOCES ABSENCES - Barry Tech., Westbury and/or BOCES LIHSA, Syosset

Students who attend BOCES Barry Tech., Westbury, or BOCES LIHSA, Syosset, programs do so at additional cost to the taxpayers of the district. The purpose of this program is to provide the student with additional training and education to better prepare them for success in the future. It is the Board's wish that our students succeed and benefit from the many advantages offered through the BOCES Barry Tech., Westbury, and BOCES LIHSA, Syosset, programs. Therefore, the following truancy guidelines are to be followed by our students attending BOCES Barry Tech., Westbury, and/or BOCES LIHSA, Syosset, programs.

1. Students who are known to be illegally absent from BOCES Barry Tech., Westbury, and/or BOCES LIHSA, Syosset, programs will be subject to withdrawal from such programs.
2. Students who are absent from BOCES Barry Tech., Westbury, or BOCES LIHSA, Syosset, programs, but are found in the school building will be deemed to be truant from BOCES. These students will be placed in a study hall or the ISS room until the end of the regular school day.

#### 603.3 ATTENDANCE PROCEDURES

##### A. Period by Period Attendance

Attendance will be taken in all classes, every period. Teachers will take attendance using the Schooltool student management system attendance module. All teachers must make every effort to complete their attendance by the end of each class. If this is not possible, attendance for all classes must be completed no later than the ninth period of the school day.

##### B. Late Arrivals – Period 1

1. If a student arrives to school from 8:00 to 8:06, teacher detention should be assigned for lateness (5 minutes for each minute late.)
2. If a student arrives after 8:06, to any class, the student must report to the attendance office and obtain an excused or unexcused admit slip. The student will be referred to the assistant principal through the attendance office.
3. After three unexcused lateness's, the student should be referred to the assistant principal and central detention will be assigned.
4. Continued lateness to school will result in the student being suspended.

##### C. Student Absences

1. If a student is absent from your class, please check your Schooltool attendance roster to verify this absence. If the student's name does not appear as absent, nor is listed for a field trip/assembly, it will be necessary to check for an excused

- admit slip on the student's return to school. If an excused admit slip is not received at this time, please notify the assistant principal.
2. In cases where a student is excessively absent, the chairperson, guidance counselor, and assistant principal should be notified. Teachers should make verbal and written contacts with the student and parents. A form for excessive absences is available in the main office.

D. Unexcused or No Admit Slips

1. If a student has an unexcused admit slip, request that the student obtain an excused admit slip for the following day. If this situation is unresolved, please notify the assistant principal.
2. If a student has no admit slip, request that the student report to the attendance office immediately. The student will be given an unexcused admit slip and will have one day to bring in an excused note.

NOTE: It is important that teachers request that students provide them with excused admit slips for all absences. It is equally important that teachers sign all admit slips at the beginning of the class.

E. Students Entering or Leaving School During the Day

1. If a student enters school during the middle of the day, the student is required to sign in at the attendance office.
2. If a student must leave school during the middle of the day, the student must follow the procedures below:
  - a. Any student becoming ill during the day is to report to the nurse's office and must have a parent and/or guardian present to sign them out.
  - b. Any student too ill to return to school after leaving the building for lunch will be legally excused only after the attendance office is properly notified by the parent before the end of the school day. A parental note should accompany the student upon their return to school.
  - c. Any student that requests to be released from school for a medical appointment, religious observance, or any other reason must have a parent and/or guardian present to sign them out from the attendance and/or nurse's office.
  - d. Failure to follow the procedures outlined above will result in disciplinary action being imposed at the discretion of the assistant principal.

## 604 LIBRARY MEDIA CENTER

The Library Media Center is an open and inviting space for learning, studying, working or relaxing. Read a book, magazine, or newspaper. Do your homework. Collaborate on a project with your classmates. Play a game... we have a few. Add a few pieces to the puzzle. Browse our collection and take out a book. Get the help and resources you need to start and finish your research project or paper. The Library staff will help you find and use the most appropriate resources for your needs.

### A. Collection: Books, Databases, DVDs, Magazines, CDs

#### 1. Books:

The CPMHS Library has over 20,000 items. The non-fiction section is arranged according to their subject. The Reference Books are located on the large bookcases against the wall and are also arranged according to subject matter. The fiction section is arranged by genre (Mystery, Horror, Adventure, Fantasy, Sci-Fi, Historical Fiction, LGBTQ, Cultural, Friendship, Romance, Sports, Graphic Novels) and then by author within the genre. You can search the online catalog by title, author, or subject. Books can be checked out for 21 days.

#### 2. Databases

Databases are a structured electronic collection of peer-reviewed credible sources. They contain full-text articles, abstracts, data and citations. Access is available 24/7 from any computer or handheld device with an internet connection. Username and Passwords are available in the library.

#### 3. DVDs:

All fiction DVDs are arranged alphabetically by the title of the movie.

All Non-Fiction DVDs are arranged according to subject matter.

DVDs can be borrowed for 1 day, or for the weekend.

#### 4. Magazines can be read in the library or taken out for 1 day.

#### 5. Professional Collection: Professional Journals and reference books

### B. Planning Class Visits to the Library

Teachers, please meet with the LMS before a proposed class visit or making any research assignment. The library staff will place on reserve any materials associated with an upcoming assignment.

### C. The Research Process

All research projects should begin in the library so students can take advantage of and learn how to use the variety of resources in our collection. Choosing topics and resources, and reading resources critically for information, is the heart of critical thinking.

A complete guide to the research process is posted on the library's home page and will be reinforced by the Teacher librarian as needed.

D. New Books

Our new books are prominently displayed throughout the library and will have a NEW sticker on the spine label. New Books will stay on display for 3 months before becoming part of the general collection. We encourage all students and staff to request specific titles or subjects for us to purchase.

E. Circulation Policy

Books – Three weeks; DVDs – overnight (middle school – DVDs only on weekends). If you have overdue materials, you need to speak to the librarian before you check anything else out.

F. Printing

There is one computer that students can log into their Google account to print schoolwork. If the entire class need to print, the classroom teacher should plan to use the computer lab.

G. Photocopying

For copying needs, students should have a pass from their teacher indicating the number of copies needed.

H. Library Passes

Any student who wishes to come to the library can do so before school starts, during their lunch period or after school. If a student wishes to come to the library during their study hall period, they need a pass from the study hall teacher.

- i. Study Halls – Students in study halls may use their passports to go to the library if they have schoolwork to do. If you leave a study hall to go to the library, you must remain in the library until the bell rings.

## **605 AWARDS AND HONORS PROGRAMS**

### **605.1 ACADEMIC AWARDS – END OF YEAR**

#### Criteria for Choosing a Student for an Academic Award

In order to ensure fairness and uniformity in the selection of students for academic awards, the following criteria have been established:

1. The award will be given to the student in the course who has the highest quarterly average during the first three quarters of the current school year.
2. The final selection of a candidate shall be made by the Department Chairperson in consultation with the respective teachers.
3. These awards will be presented at the end-of-the-year Middle School and High School Academic Awards ceremonies.

### **605.2 ATHLETIC AWARDS**

#### Criteria for Sports Awards

In order to qualify for the athletic awards (certificate, letter or plaque) an athlete must successfully complete the season, have the recommendation of his/her coach, and turn in all uniforms and equipment which is the property of the school. Specific criteria for all awards (i.e. scholar athletes, Fuhrer, Coady, Snell, Special Effort Awards) are on file in the Athletic Director's office. This criteria is strictly followed during the selection process.

### **605.3 PERFECT ATTENDANCE AWARDS**

#### Qualification for Attendance Awards

Perfect attendance awards will be presented to those graduating seniors who have not been absent for their entire High School career. These awards will be presented at the end-of-the-year Academic Awards Ceremony. Absence or tardiness due to religious holidays or an educational trip, does not apply.

### **605.4 AWARDS FOR OUTSTANDING ACHIEVEMENT**

Students are eligible for this award if the following criteria are satisfied:

1. One award per year for each academic area.
2. Obtain a minimum average of 85 or more.
3. May have demonstrated or shown significant improvement within a marking period or from one making period to the next.
4. Has made an outstanding contribution to his/her class (i.e. contributions to class discussion, model classroom behavior, etc.)
5. Has completed all course requirements for the quarter.
6. Has demonstrated a willingness to do extra work beyond what is required.
7. Has demonstrated a good attitude during the quarter.
8. In grades 7 and 8, one award per class section per subject, will be awarded in math, science, social studies, English, and world language. In addition, a set number of awards (music (6); physical education (4); health (1)) will be given in music, physical education and health.

9. In Grades 9 through 12, awards will be given in the areas, of English, math, science, social studies, world language, business, technology, art, music and physical education.

Academic teachers who teach solely in the high school will select two students for an award each quarter. Part time teachers (3 classes or less) will select one student per quarter. The supervisor of the department will present the awards.

Teachers in music, physical education, health and family and consumer science will select a set number of awards (music (3); health (1); physical education (4); family and consumer science (1)).

#### 605.5 HONOR ROLLS

“A” Honor Roll – a student must maintain an average of 90% or better for all subjects in order to be placed on the “A” Honor Roll.

“B” Honor Roll – a student must maintain an average of 85% to 89% for all subjects in order to be placed on the “B” Honor Roll. *Note: A students’ average will not be rounded off for honor roll status.*

When calculating the overall quarterly report card average for students in Regents, Accelerated, Honors, Advanced Placement, and college level courses, an additional weighting for the grade in these courses will be calculated as follows:

Advanced Placement/	
College Level Coursees	= 1.10
Honors or Accelerated	= 1.05
Regents	= 1.025

The numerical average with the above weighting included will determine the student’s status for the “A” and “B” Honor Roll and the National Honor Society. Students maintaining the appropriate averages for “A” or “B” honor roll must be passing all of their courses. If a student fails one course or has an “INC” grade, the student will not be eligible for the honor roll.

#### 605.6 HONOR ROLL SCHOLAR AWARDS

##### Qualifications for Scholar Awards

Students who have achieved a final school year average of 90% or better and attained a minimum three quarters on the **A** Honor Roll that school year, will be recognized on the annual **A** Honor Roll.

Students who have achieved a final school year average of 85% to 89% and attained a minimum three quarters on the **B** Honor Roll that school year, will be recognized on the **B** Honor Roll.

Students maintaining the appropriate averages for “A” or “B” honor roll must be passing all of their courses. If a student fails one course or has an “INC” grade, the student will not be eligible for the honor roll. *Note: A student’s average will not be rounded off for an honor roll scholar award.*

## 605.7 NATIONAL JUNIOR HONOR SOCIETY

### Name and Purpose:

1. The name of this chapter shall be the Carle Place Chapter of the National Junior Honor Society of Secondary Schools, which appears on the charter granted by the National Honor Society, duly signed by the members of the National Council.
2. The objective of this chapter shall be to create an enthusiasm for scholarship, to stimulate desire to render service, to promote worthy leadership, to learn about citizenship and to encourage the development of character in students of the Carle Place Middle School/High School.

### Membership Requirements:

1. A member must be in grade 8 or 9.
2. Student must currently be a full-time student, and must have been a full-time student at Carle Place Middle/High School for at least one year prior to acceptance into the Honor Society.
3. A member must attend the induction ceremony;
4. Eighth grade members must achieve a combined weighted average of 90% or higher encompassing the final average of the four quarters from seventh grade (66 2/3%) and the averages for the first two quarters of eighth grade (33 1/3%), using the five major academic courses (English, world language, mathematics, science and social studies) to compute the average.
5. Ninth grade members must achieve a combined a weighted average of 90% or higher encompassing the final averages of the four quarters from eighth grade (66 2/3%) and the averages for the first two quarters of ninth grade (33 1/3%), using the five major academic courses (English, world language, mathematics, science and social studies) to compute the average.
6. After induction, if a member's average for any quarter falls below 90% he/she will be placed on probation until the end of the next quarter. If at this time the average is not over 90%, the student will no longer be a member of the Honor Society.
7. Members must pass all subjects, including physical education.
8. Members must attend monthly meetings. More than 2 unexcused absences from meetings will result in probation
9. Members must participate in service activities.
10. Additional Criteria:
  - a. A student who is notified that they are academically eligible must fill out a submission packet for induction. This packet requires an essay.
  - b. Student membership must be approved by the National Junior Honor Society Faculty Council. The faculty council, consisting of at least five voting faculty members, works cooperatively with the faculty advisors in selecting or

dismissing members. The principal and or assistant principal may participate at meetings of the faculty council but are non-voting members. The faculty council will read each submission and review each student's progress report and report card comments.

- c. If the submission for induction is not approved, the student will be notified about the criterion/criteria which were/was not satisfactorily met.

## 605.8 NATIONAL HONOR SOCIETY

### Name and Purpose:

1. The name of this chapter shall be the Carle Place Chapter of the National Honor Society of Secondary Schools, which appears on the charter granted by the National Honor Society, duly signed by the members of the National Council.
2. The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership and character. These four pillars have been associated with membership in the organization and serve as our objectives.

### Membership Requirements:

1. Student must currently be a full time student, and must have been a full time student at Carle Place High School for a least one year prior to acceptance into the Honor Society;
2. Student must be a junior or senior;
3. Student must attend the induction ceremony;
4. For current 11<sup>th</sup> graders, the entrance requirement is a final academic GPA of 90% or higher based on your final academic GPA from grade 9 and grade 10;
5. For current 12<sup>th</sup> graders, the entrance requirement is a final academic GPA of 90% or higher based on your final academic GPA for grades 9,10, and 11;
6. Students must complete the submission packet for membership into the National Honor Society. This submission packet requires a compilation of extra-curricular activities, community service and leadership positions which you have been actively involved, a letter of recommendation and an essay.
7. Student membership must be approved by the National Honor Society Faculty Council. The faculty council consisting of five voting faculty members, works cooperatively with the faculty advisor in selecting or dismissing members. The principal and or assistant principal may participate at meetings of the faculty council but are non-voting members. The faculty council will read each submission.
8. If the submission for induction is not approved, the student will be notified. The student will have the opportunity to conference about the criterion/criteria which were/was not satisfactorily met.



9. After being inducted, if your average for the subsequent quarter falls below 90% you will be placed on probation until the end of the next quarter. If at this time your average is not over 90% you will no longer be a member of the Honor Society;
10. The Faculty Advisor will review each student's report card and disciplinary record. If necessary, members will be placed on probation and referred to the Faculty Council for dismissal.
11. Members must pass all subjects, including physical education;
12. Members must attend monthly meetings;
13. Members must participate in service activities with the NHS and record service hours;
14. Members must participate in peer tutoring a minimum of five-hours per quarter.

All students who satisfy the above requirements will be reminded of their obligations as National Honor Society Members.

#### 605.9 WORLD LANGUAGES HONOR SOCIETY (Spanish / Italian)

1. For current 10<sup>th</sup> graders, the entrance requirement is a final average of 90% or higher based on your final average in a Level II language course and the first semester of a Level III language course;
2. For current 11<sup>th</sup> and 12<sup>th</sup> graders, a final average of 90% or higher on your previous year's language class and the final semester of the next level language course;
3. The student must be a member of the A or B Honor Roll;
4. The student must partake in the tutoring program during the spring semester of their induction year and availability thereafter as needed;
5. Serious consideration is given to academic integrity, honor, responsibility, citizenship and service/commitment to others;
6. Students will attend all meetings and be an integral part of fundraisers;
7. Teachers' recommendations; and
8. Students will be selected by the Spanish Honor Society advisor based on all above requirements.

#### 605.10 MATHEMATICS HONOR SOCIETY (Mu Alpha Theta)

Academic Requirements:

- A. Full Membership;
  1. Juniors (11<sup>th</sup> grade) – at least 5 semesters of college preparatory mathematics completed with an overall average for these courses of 90% or higher (*not rounded off*). Also, each student must presently be enrolled in a college preparatory mathematics course.
  2. Seniors (12<sup>th</sup> grade) – at least 7 semesters of college preparatory mathematics completed with an overall average for these courses of 90% or higher (*not rounded off*). Also, each

student must be presently enrolled in a college preparatory mathematics course.

- B. Associate Membership:
  - 1. Sophomores (10<sup>th</sup> grade) – At least 5 semesters of college preparatory mathematics completed with an overall average for these courses of 95% or higher (*not rounded off*).
- C. All full and associate members must have an overall average in all other subjects of 80% or higher.

All candidates for Full and Associate membership must exhibit a fair share of classroom and school-wide cooperation. They must also be willing to involve themselves in areas which will continue to help improve their scholastic abilities and foster leadership and character-building qualities for the present and for the future.

#### 605.11 MUSIC HONOR SOCIETY (Tri-M)

##### Name and Purpose:

- 1. The name of this chapter shall be The Carle Place Chapter of the Tri-M Music Honor Society. This will be a Senior Chapter of the Tri-M Music Honor Society. Members will be Senior Division Members of Tri-M.
- 2. The objective of this chapter shall be to inspire music participation, create enthusiasm for scholarship, stimulate a desire to render service, and promote leadership in the music students of our school.

##### Membership Requirements:

Students are expected to meet the following requirements. If they do not, they will be placed on probation until the next quarter. If at this time they have still not met the requirements, the student will no longer be a member of Tri-M.

- 1. Student must be in grades 9, 10, 11, or 12.
- 2. Students must be in at least one music school course (band, orchestra, chorus). Involvement in a select group is encouraged, though not required.
- 3. Students must have an overall average of 85% or above, with a 90% or above in music.
- 4. Students will attend all meetings, unless an absence has been excused by the advisor.
- 5. Students will participate in all events, unless an absence has been excused by the advisor.
- 6. Students will submit a recommendation form from a MS/HS music teacher which will be provided to the students by the advisor.

All students who satisfy the above requirements will be reminded of their obligations as Tri-M Society Members.

## 605.12 NATIONAL ENGLISH HONOR SOCIETY (Sigma Tau Delta)

### Name and Purpose:

1. The name of this chapter shall be the Ontario Chapter of the National English Honor Society, which appears on the charter granted by the National English Honor Society, under the sponsorship of the International English Honor Society, and signed by the members of the National Advisory Council.
2. The mission and purposes of this organization shall be literary and educational.

National English Honor Society shall strive to:

- A. Confer distinction upon secondary school students for high achievement in English language arts;
- B. Provide cultural stimulation in secondary school environments;
- C. Encourage interest in the English language arts;
- D. Promote exemplary character and good fellowship among its members; and
- E. Serve society by fostering literacy.

### National English Honor Society Membership Requirements:

1. Student must have completed the equivalent of three semesters of English prior to induction as members.
2. Student must have achieved a minimum overall grade point average of 88%, weighted. This grade point average will include elective courses.
3. Student must have achieved a minimum English grade point average, in the required core classes, of 93%, weighted. This grade point average will not include English electives.
4. The application process includes the following:
  - A. An extended response answering a prompt decided on by that year's executive board. This prompt must be based on a student's academic performance, interest in the National English Honor Society, and/or applicant character.
  - B. Signatures from one teacher, one counselor, and one administrator approving of his/her character for candidacy.
5. The method of selection of eligible students and their election to membership shall be determined by the Faculty Advisory Council and shall be consistent with the rules and regulations of the National English Honor Society.
6. Final decisions concerning membership shall be the responsibility of the principal or the principal's designee.

7. Once selected, members have the responsibility to continue to demonstrate high standards, including the maintenance of grades, in English. Failure to do so will result in removal from membership.

#### 605.13 SCIENCE NATIONAL HONOR SOCIETY

##### Name and Purpose:

1. The name of this organization shall be the Carle Place Science National Honor Society (CPSNHS).
2. The purpose of this organization shall be to encourage scientific thinking and engagement by advancing students' knowledge of science, increasing communication between students and the scientific community, and aiding the public with its comprehension of science and the scientific process through student-led public outreach and community service.

##### Membership Requirements:

1. Membership is an honor bestowed upon a student.
2. A member must be in the last two years of secondary school education.
3. A member must have and maintain an 85% grade point average across all classes and a 90% average across all sciences, not including science elective courses. Averages will not be rounded off.
4. *A member must be enrolled in a science class.* A member must be enrolled in at least one honors/AP level science class during or prior to the eleventh-grade year. A member must be enrolled in at least one second year honors/AP science class during or prior to the twelfth-grade year. A member must be enrolled in a least one upper level science class during the twelfth-grade year.
5. If all criteria above are met a CPSNHS Application must be submitted for acceptance.
6. Any active member who falls below the standard of 85% overall average or who falls below a 90% average across all science courses shall be placed on probation for the interim of one grading period. An overall average of 85% and a 90% average across all science courses will be the standard that is mandated for students. The member will then be given one grading period to correct the deficiency. If the standards fail to be met, the student shall lose membership in the Science National Honor Society. If there are exceptional students who do not meet these requirements, the National Board may waive the requirements on a case-by-case basis. (See Section 3 above regarding GPA values.)
7. All members must attend one local chapter officer's lecture annually, assist in the maintenance of a science club, and assist fellow students' success in their science classes.
8. A member must maintain behavior that is acceptable to the guidelines as outlined in the Carle Place High School Code of Conduct found in Section 606 of this Student Handbook.
9. Members are required to attend meetings, and perform community service.

## 606 CODE OF CONDUCT (Summary Version)

### 606.1

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

Unless otherwise indicated, this Code of Conduct (“Code”) applies to all students, school personnel, parents and other visitors when on school property or attending a school function, and supersedes all existing district policies. In all cases, the law of the State of New York takes precedence over this Code.

The Code has been updated to include information about the Dignity for All Students Act (DASA), which states that no student shall be subjected to harassment or discrimination by employees or students on school property or at school functions on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Students have the right to attend school in a safe, welcoming, and supportive environment where they can focus on their education. The underlying goal of DASA is to create a safe and supportive school climate where education is the focus, rather than a fear of being verbally, physically or electronically harassed or bullied.

**II. Definitions** “Disruptive student” means an elementary or secondary student under the age of twenty-one (21) who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. ➤ Complete definitions of the following terms are in the complete Code – “Parent, Disruptive Student, School Property, School Bus, School Function, Sexual Orientation, Gender Expression, Gender Identity, Cyberbullying, Sexting, Discrimination, Violent Student, Weapon, Firearm, Gender, Ethnic Group, Sex.”

➤ Dignity Act Coordinator (“DAC”) – is defined as the employee at each school who has been trained to handle human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex who will serve as a liaison to building and district administrators. The following individuals have been designated Dignity Act Coordinators for their respective buildings: Carle Place MS/HS – Ms. Lindsay Waskowitz – 516-622-6415

➤ “Bullying” is described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

➤ “Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

### **III. Student Rights and Responsibilities**

#### **A. Student Rights**

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

1. Have the opportunity to take part in all district activities free of prohibited discrimination and harassment in conformity with the law, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Present their version of the relevant events to school personnel.
3. Access school policies, regulations, and rules and, when necessary, receive an explanation of those rules from school personnel.
4. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, by employees or students on school property or at school sponsored events, functions or activity.

#### **B. Student Responsibilities**

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning.
2. Be familiar with and abide by all district policies, rules and regulations.
3. Attend school every day unless they are legally excused, and be in class on time and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits.
5. React to direction in a respectful, positive manner.
6. Work to develop mechanisms to manage their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Dress appropriately for school and school functions. (see Dress Code)
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district.
12. Refrain from bullying, harassment or discrimination of students on school property or school functions on the basis of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
13. Respect one another and treat others fairly and in accordance with the Code and the provisions of the Dignity Act.
14. Report any incidents of intimidation, harassment or discrimination.

### **IV. Essential Partners**

#### **A. Parents**

All parents have the responsibility to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused and notify the school.

5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education.
9. Build positive relationships.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide to the school all changes in home emergency contact information.
13. Provide a place for study and ensure homework assignments are completed.

## **V. Student Dress Code**

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall be safe, appropriate and not disrupt or interfere with the educational process. Students and parents recognize that:

1. Brief garments that do not cover the midriff and/or shoulders completely such as tank T-shirts, midriff tops, tube tops, net tops, halter tops, spaghetti straps, low-cut necklines (front and/or back) and see-through garments are not appropriate for either gender, and other forms of dress which do not cover the shoulder, chest, back and abdomen. Shorts, dresses and skirts must be appropriate length (mid-thigh) and not excessively short.
2. Underwear is completely covered with outer clothing.
3. Footwear is required at all times. Footwear, including slippers and flip-flops, that are safety hazards, will not be allowed.
4. Wearing hats in the school buildings in grade K – 8 is not permitted. Wearing head wraps, bandanas, hoods or masks is not permitted in grade K – 12. Exceptions to these rules will be made for medical and/or religious reasons.
5. Items that are vulgar, obscene, and libelous or denigrate others on account of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex are not permitted.
6. Items worn or carried that promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage gang related or other illegal or violent activities are not permitted.
7. Additional rules that relate to a specific educational purpose such as science labs or physical education classes must be strictly adhered to.

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

## **VI. Prohibited Student Conduct**

The Board expects all students to conduct themselves in an appropriate and civil manner. Students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and at the same time to place emphasis on the students' ability to grow in self-discipline. Students may be subject to disciplinary action, up to and including suspension from school, when they:

**A. Engage in conduct that is disorderly and/or disruptive which interferes with the educational process. Examples of disorderly conduct include but are not limited to:**

Running in hallways; making unreasonable noise; using language or gestures that are profane, lewd, vulgar or abusive; obstructing vehicular or pedestrian traffic; engaging in any willful act which disrupts the normal operation of the classroom and/or school community; trespassing; computer/electronic communications misuse; littering on school property; inappropriate use of bicycles, skates, skateboards, or scooters; unauthorized use of any electronic devices, toys or games is prohibited during the school day. The school day includes before/after school classes and/or co- curricular and/or extracurricular activities and during the administration of any test/assessment/examination.

**B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:**

Failing to comply with directions; demonstrating disrespect; lateness to school or class, truant from school, cutting class or leaving school without prior permission; missing detention or failing to comply with other disciplinary penalties or consequences; harassment; internet bullying; sexual harassment; discrimination that is based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender, gender expression or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.

**C. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:**

Committing, threatening or attempting to commit an act of violence upon a school employee, or upon another student or any other person lawfully on school property; possessing a weapon, displaying or threatening to use a weapon, threatening violence on any person; intentionally damaging or destroying personal property; intentionally damaging or destroying school property; engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.

**D. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of himself/herself or others. Examples of such conduct include but are not limited to:**

Lying to school personnel; forgery; stealing; defamation; discrimination; harassment; intimidation; hazing; selling, using or possessing or distributing obscene material; using vulgar or abusive language, cursing or swearing; smoking a cigarette, cigar, pipe, electronic cigarette, vapor pen or using chewing and/or smokeless tobacco products; possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, or illegal substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or being under the influence of the same; inappropriately using or sharing prescription and/or over-the-counter drugs; gambling; indecent exposure; initiating a report warning of fire or bomb threats or other catastrophe without valid cause, misuse of 911, discharging a fire extinguisher, or falsely initiating a fire alarm; driving in a reckless or careless manner while on or near school grounds; the creation, possession, sale or distribution of false identification; discrimination that is based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender expression, gender identity, or sex. Harassment is also the creation of a hostile environment.

**E. Engage in misconduct while on a school bus and/or other school-sponsored transportation.**

The bus is considered an extension of the school domain. Therefore, all rules in the Code apply to students riding the school bus and/or other school-sponsored transportation.



**F. Engage in any form of conduct that compromises academic integrity. Examples of academic misconduct include but are limited to:**

Plagiarism, cheating, copying, altering records or assisting another student in any of these actions. Communicating by any means information intended by the district to remain secure, including but not limited to test questions and answers. Searching, sharing, and downloading/uploading any academic content/material on any online databases or social media websites.

**Any significant violation of the Code may jeopardize a student's designation as Valedictorian or Salutatorian, regardless of class rank.**

**VII. Reporting Violations**

All students are expected to promptly report violations of the Code to a teacher, school counselor, the Building Principal, DAC or other administrator. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Building Principal, or other administrator. Any student having information regarding a situation that may endanger his/her/other life and safety **MUST** immediately report this information to a teacher, guidance counselor, the Building Principal or other administrator.

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

**VIII. Disciplinary Penalties, Procedures and Referrals**

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior.

**A. Penalties**

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

Students who accept leadership roles in the District's co-curricular and/or extracurricular programs are also subject to the requirements of the Code in such roles. Therefore, in addition to the other penalties delineated herein, such student leaders who are found to be in violation of the Code may be subjected to penalties directly addressed to their leadership positions. Examples of student leadership positions may include, but are not limited to, officers of clubs, honor societies, and/or student government organizations, athletic team captains and participants in student performing groups. Specific sanctions may include the suspension or revocation of these leadership positions and may be determined by the building principal, the superintendent and/or the superintendent's designee.

1. Oral warning – any member of the district staff.
2. Written warning/notification to parent – coaches, school counselors, teachers, administrators.
3. Detention – teachers, administrators.
4. Suspension from transportation – director of transportation, principal, superintendent, and/or designee.
5. Suspension from athletic participation – athletic director, coaches, principal, superintendent, and/or designee.
6. Suspension from social or extracurricular activities (e.g. dances, proms, events, etc.) – principal, superintendent, and/or designee.
7. Suspension of other privileges – principal, superintendent and/or designee.
8. Suspension or revocation of leadership positions – principal, superintendent, and/or designee.
9. In-school suspension – principal, superintendent and/or designee.

10. Removal from classroom by teacher – teachers, principal, and/or other administrator.
11. Short-term (five days or less) suspension from school – principal, superintendent.
12. Long-term (more than five days) suspension from school – superintendent and/or designee.
13. Permanent suspension from school – superintendent, Board of Education.
14. Restitution for property damage – principal, superintendent, and/or designee.
15. Confiscation of inappropriate items. These items may include, but are not limited to, communication devices, cell phones, cameras, portable computers, electronics, music players – principal, superintendent, and/or designee.
16. Any significant violation of the Code of Conduct may jeopardize a student's designation as Valedictorian or Salutatorian, regardless of class rank – principal, superintendent, Board of Education.

## **B. Procedures**

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

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

### **1. Detention**

Teachers, Principals or their designee and the superintendent may use school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. (Every effort will be made to contact the parent to confirm that there is no objection to the penalty and the student has appropriate transportation home following detention).

### **2. Suspension from transportation**

If a student does not conduct himself/herself properly on a bus or other school-sponsored transportation, the bus driver or transportation operator is expected to bring such misconduct to the Building Principal's or his/her designee's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Building Principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his/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 or the principal's designee to discuss the conduct and the penalty involved.

### **3. Suspension from athletic participation, extracurricular activities and other privileges**

A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

#### **4. In-school suspension**

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Building Principals or designees and the superintendent to place students who would otherwise be suspended from school as the result of a Code violation in “in-school suspension.” The in-school suspension teacher will be a certified teacher. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

#### **5. Teacher disciplinary removal of disruption students**

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “time out” in an elementary classroom or in an administrator’s office; (2) sending a student to the Principal’s office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for voluntary counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code. On occasion, a student’s behavior may become disruptive. For purposes of this Code, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules. A classroom teacher may remove a disruptive student from class for up to two (2) days. The removal from class applies to the class of the removing teacher only. The Principal may extend the removal from class for up to five (5) days, upon further investigation.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within twenty-four (24) hours. The teacher must complete a disciplinary form and meet with the Principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the principal’s secretary and meet with the Principal or designee as soon as possible on the next school day.

Within twenty-four (24) hours after the student’s removal, the Principal or another district administrator designated by the Principal must notify the student’s parents that the student has been removed from class and the reasons for the removal. The Principal or his/her designee must also inform the parent that he/she has the right, upon request, to meet informally with the Principal or the principal’s designee to discuss the reasons for the removal at a mutually

convenient time. The Principal may require the teacher who ordered the removal to attend the informal conference. If, at the informal meeting, the student denies the charges, the Principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within forty-eight (48) hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal. The Principal or the principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence. The student's removal is otherwise in violation of law, including the District's Code.
2. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed. The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the forty-eight (48) hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he/she is permitted to return to the classroom. The Principal should keep a log of all removals of students from class. Formal removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may formally remove a student with a disability from his/her class until he/she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

## **6. Suspension from School**

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board places primary responsibility for the suspension of students with the Superintendent and the Building Principals.

## **7. Short-term (5 days or less) suspension from school**

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five (5) days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student will be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within twenty-four (24) hours of the decision to suspend at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents. This oral notification shall in no way be considered a substitute for the required written notification. The notice shall provide a description of the charges against the student and the incident giving rise to the suspension and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be

permitted to ask questions of complaining witnesses under such procedures as the Principal may establish. The notice and opportunity for an informal conference shall take place before the suspension takes effect unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. Parents who are not satisfied with the Principal's decision and who wish to pursue the matter must file a written appeal to the Superintendent within ten (10) business days following the suspension unless they can show extraordinary circumstances prevented them from doing so. Such appeal shall not interfere with the student's serving of the suspension. The Superintendent shall issue a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board within ten (10) business days of the date of the Superintendent's decision. Only final decisions of the Board may be appealed to the Commissioner within thirty (30) days of such decision.

**a. Long-term (more than 5 days) suspension from school**

When the Superintendent determines that a suspension for more than five (5) days may be warranted, he/she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to present witnesses and other evidence on his or her behalf. The District will pursue every avenue to ensure the rights of the complaining witness(es). An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within ten (10) business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within thirty (30) days of the decision.

**b. Permanent suspension**

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

**c. Minimum Periods of Suspension**

**1. Students who bring a weapon to school.**

Any student, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one (1) calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis.

**2. Students who commit violent acts other than bringing a weapon to school.**

Any student, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum of at least two (2) days, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds a five-day suspension, the student and the student's parents will be given

the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the suspension on a case-by-case basis.

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

Any student, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least two (2) days. For purposes of this Code, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214 (3-a) and this Code on four (4) or more occasions during a semester.

**d. Referrals**

3. **Counseling:** The Guidance Office, Social Workers, School Psychologist shall handle all referrals of students to counseling.
- 2. PINS Petitions:** The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of eighteen (18) who demonstrates that he or she requires supervision and treatment by:
  - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
  - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
  - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
- 3. Juvenile Delinquents and Juvenile Offenders:** The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
  - a. Any student under the age of sixteen (16) who is found to have brought a weapon to school,
  - or b. Any student fourteen (14) or fifteen (15) years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).The Superintendent is required to refer students age sixteen (16) and older or any student fourteen (14) or fifteen (15) years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.
- 4. Single Point of Access (SPOA)** This program helps providers connect people with serious mental illness to mental health services that can accommodate them. Through these services, people with serious mental illness can connect to treatment, communicate with providers and get help finding benefits.

**IX. Alternative Instruction** When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

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**X.. Discipline of Students with Disabilities** The Board of the Carle Place Union Free School District recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities. The District also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline on them. In this regard, it shall be the Board’s policy that the procedures followed for suspending, removing or otherwise disciplining students with disabilities, will conform with the procedural safeguards required by the Individuals With Disabilities Education Act (“IDEA”), Article 89 of the Education Law, their corresponding regulations, and any other applicable laws and regulations. In this regard, this policy affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

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

1. In accordance with the federal and state procedural protections applicable to the discipline of students with disabilities:
  - a. A suspension means a suspension pursuant to Education Law §3214.
  - b. A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension, and change in placement to an interim alternative educational setting ("IAES") ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.
  - c. An IAES means a temporary educational placement for a period of up to forty-five (45) days, other than a student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current Individualized Education Program ("IEP"), that will enable the student to meet the goals set out in such IEP, and includes services and modifications to address the behavior which precipitated the IAES placement, that are designed to prevent the behavior from recurring. The CSE shall be responsible for determining the nature of the IAES as well as the services to be provided to the student.
  
2. School personnel may order the suspension or removal of a student with a disability from his/her current educational placement as follows:
  - a. The Board, the Superintendent, or a Building Principal, may suspend a student with a disability for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior. If the suspension is for five (5) consecutive school days or less, the parents or guardians shall be provided with an opportunity for an informal conference.
  - b. The Superintendent of Schools may impose a suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a), above, for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior, and provided that appropriate due process procedures have been followed.
  - c. The Superintendent of Schools may order additional suspensions of not more than ten (10) consecutive school days in the same year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
  - d. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services, as required by federal and state law.
  
3. Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase and conducted in accordance with the following procedures:
  - a. The Superintendent of Schools or hearing officer in the superintendent's hearing shall proceed with the guilt phase and determine whether the student is guilty of the alleged misconduct. If it is determined that the student is guilty of the alleged misconduct, the Superintendent of Schools or hearing officer in the superintendent's hearing, shall make a threshold determination of whether a suspension or removal in excess of ten (10) consecutive school days or that would otherwise constitute a disciplinary change in placement should be considered. If a threshold determination is made that such a suspension or removal should be considered, before the Superintendent of Schools orders or the hearing officer in the superintendent's hearing recommends any such removal, a manifestation determination shall be made by the Committee on Special Education ("CSE"), except as otherwise provided herein. If the Superintendent of Schools or hearing officer



determines that a suspension or removal that would constitute a disciplinary change in placement should not be considered, the hearing shall proceed to the penalty phase.

b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

b. In making the manifestation determination, the CSE shall consider all relevant and diagnostic and evaluative information, including reports by the parents, observations of the child, the child's IEP and placement. The CSE shall also consider whether, in relationship to the behavior that is subject to the disciplinary action:

i. The IEP and placement were appropriate;

ii. The supplementary aides and services and behavior intervention strategies were provided consistent with the student's IEP and placement;

iii. The disability did not impair the child from understanding the impact and consequences of the behavior that lead to the disciplinary action;

iv. The disability did not impair the ability of the child to control the behavior subject to the disciplinary action.

c. Upon a determination by the CSE that the behavior of a student with a disability was not a manifestation of the student's disability, such a student may be disciplined in the same manner as a non-disabled student, except that such student shall continue to receive services in accordance with federal and state law. Upon receipt of notice of such determination, the Superintendent or hearing officer in the superintendent's hearing shall proceed with the penalty phase of the hearing. If the CSE determines that the behavior was a manifestation of the student's disability, the Superintendent or hearing officer in the superintendent's hearing shall dismiss the superintendent's hearing, except as otherwise provided herein.

d. The above notwithstanding, the Superintendent of Schools may order the placement of a student with a disability in an IAES to be determined by the CSE, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

i. The term weapon means the same as "dangerous weapon" under 18 USC §930 (g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except ...[for] a pocket knife with a blade of less than 2 ½ inches in length."

ii. Controlled substance means a drug or other substance identified in certain provisions of the federal Controlled Substances Act as specified in both federal and state law and regulations.

iii. Illegal drugs means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

Similarly, subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to forty-five (45) days at a time, if maintaining the student in his/her current educational placement poses a risk of harm to the student or others.

## **B. Change of Placement Rule**

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

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

1. The District's Committee on Special Education shall:
  - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten (10) school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, or controlled substances. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his/her current educational placement for more than ten (10) school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines it is necessary.
  
  - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
  
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under the IDEA and Article 89, at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the District is deemed to have had knowledge that the child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
  - a. It shall be the responsibility of the Superintendent, Building Principal or other school official imposing a suspension or removal to determine whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that they had knowledge the student was a student with a disability, the District either:

- i. Conducted an individual evaluation and determined that the student is not a student with a disability, or
- ii. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. The expedited evaluation must be performed within fifteen (15) school days after the receipt of the request for the evaluation. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The notice of disciplinary removal shall be accompanied by the procedural safeguards notice prescribed by the Commissioner of Education.

#### **D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education, if:

a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his/her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his/her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability, for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES, in accordance with state and federal law.

2. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he/she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

#### **E. Referral to Enforcement and Judicial Authorities**

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

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, in accordance with law.

References:

Education Law §3214, 4401  
8 NYCRR Part 201  
20 U.S.C. 1415(k)  
34 C.F.R. §300.519, et. seq.

#### **XI. Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

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

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

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

#### **XII. Student Searches and Interrogations**

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned. In addition, the Board authorizes the Superintendent, building administrators, the school nurse and officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

#### **A. Student Lockers, Desks and other School Storage Places**

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

#### **B. Documentation of Searches**

The authorized school official conducting the search shall be responsible for promptly recording the information about each search.

#### **C. Police Involvement in Searches and Interrogations of Students**

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Before police officials are permitted to question or search any student, the Building Principal or his/her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parents cannot be contacted prior to the police questioning or the search, the questioning or search shall be conducted in the presence of the Principal or his/her designee. The Principal or designee will be present during any police questioning or search of a student on school property or at a school function.

#### **D. Child Protective Services Investigations**

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

### **XIII. Visitors to Schools**

Schools are a place of work and learning, certain limits must be set for all visits.

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the designated security desk. Visitors are required to provide a driver's license that will be scanned through the visitor management system. A visitor's identification badge will be produced, which must be worn and visible at all times while on school property. Visitors must follow individual building safety protocols as directed by security officers. Visitors wishing to meet with or visit staff members are required to make an appointment with that staff member. Unexpected visitors may not be granted access to the building. No one is to be admitted to the building without a specific destination or purpose.
3. All visitors are expected to abide by the rules for public conduct on school property contained in this Code.

### **XIV. Public Conduct on School Property**

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

### **A. Prohibited Conduct**

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or personal property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Unlawfully intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
6. Enter any portion of the school premises without authorization.
7. Violate the traffic laws, and/or parking regulations.
8. Possess, consume, sell, attempt to sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
9. Smoking anywhere on school grounds.
10. Possess or use weapons in or on school property or at a school function.
11. Loiter on or about school property.
12. Gamble on school property.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.

### **B. Penalties**

Persons who violate this Code shall be subject to the following penalties:

Students – They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

### **C. Enforcement**

The 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.

### **D. Restitution for loss or destruction of District property**

The District is authorized to seek restitution, including through civil action when necessary, from the parent or guardian of a non-emancipated student, where such student:

- a. Has willfully, maliciously, or unlawfully damaged, defaced, or destroyed real or personal property in the care, custody and/or ownership of the District; or
- b. Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.

In addition, the District may require payment for lost or damaged books or other District equipment.

### **E. False Reporting of an Incident and/or Placing a False Bomb:**

A school district is also authorized to seek restitution, as described by law, from a parent or guardian of a non-emancipated student, where such student:

- a. Has falsely reported an incident; or
- b. Has placed a false bomb as defined in the New York State Penal Law.

Adopted by the Board of Education 2023

## EXTRA-CURRICULAR & CO-CURRICULAR ELIGIBILITY PROGRAM

### 607.1 ELIGIBILITY POLICY

It is the policy of the Carle Place Union Free School District to provide the student with an opportunity to develop his/her own interests and to work cooperatively in groups through the sponsorship of a variety of co-curricular activities. While participation in these activities is desirable, it is also important that, as a representative of the school, the student maintain an acceptable level of academic performance and behavior. The following eligibility requirements have been established toward that end.

1. Attendance Eligibility: A student must be officially signed in to school by 8:30 a.m. to participate in any after school activity on a particular day.
2. Academic Eligibility:
  - a. Provisional Participation: If a student fails one subject, he/she will be permitted to participate in extracurricular activities, provided that he/she attends a minimum of one extra-help class per week in the subject failed. It will be the student's responsibility to ensure that this policy is followed. However, coaches and advisors will periodically check with teachers.
  - b. Probationary Participation: If a student fails any two subjects, he/she will be placed on academic probation for a period of five (5) weeks. A letter will be sent home to parents detailing this policy and the student's responsibilities. While on probation, he/she may continue to participate in extracurricular activities during the probationary period provided that:
    1. He/she attends a minimum of one extra-help class per week for each one of the two failures;
    2. He/she satisfactorily meets all of his/her obligations indicated on the Weekly Progress Report Form; and,
    3. He/she continues to demonstrate passing averages in the courses failed as well as in his/her other courses.
3. Grades and Eligibility:
  - a. Incomplete in any subject counts as a failure, including "incomplete" for unprepared/unauthorized absence in physical education.
  - b. All subjects will be weighted equally in determining eligibility status.
  - c. The final grade at the end of the year will determine academic eligibility for all fall activities. (Some consideration may be given by the committee for successful completion of summer school courses).
  - d. "Provisional", "Probationary", and "Ineligibility" status will commence on the Monday following distribution of report cards.
  - e. During the first 5 week progress report period of a new school year, teachers will be asked to input a grade of "F" for those students who are not meeting their classroom responsibilities relative to test

and quiz grades, homework, class work, etc. Students who have 2 or more failures will be placed on probation and must immediately follow the requirements for probationary participation. Since we are only evaluating the first 5 weeks of a new school year, students failing 3 or more classes may still be allowed to participate as long as they comply with the rules for probationary participation.

Each subsequent quarter, teachers will follow the same process of assigning a grade of “F” for students who are failing to meet their classroom responsibilities.

Students who are on probation and receive multiple grades of “F” will be determined ineligible. Any student who is ineligible to participate and receives a good progress report will be placed on probation and will be eligible to participate as long as they continue to follow the rules for probationary participation.

4. Appeals and Hearings:

- a. An appeals procedure may be initiated on behalf of a student by any interested party. Appeals must be filed with the High School Assistant Principal. The High School Assistant Principal will present all appeals at a hearing during the regular five-week meeting or, where he/she deems it appropriate, before the regular meetings.
- b. The committee should be comprised of:
  1. The High School Assistant Principal,
  2. The Athletic Director,
  3. The S.O. Advisor,
  4. A representative of the S.O., and,
  5. One teacher representative from one of the following areas:
    - a. Music/Art
    - b. Clubs
    - c. Athletics
- c. Weekly Progress Reports: While on probation, the student must turn in an official Weekly Progress Report form properly completed by the teachers of the subjects failed and signed by his/her parents. The form must be submitted to the Assistant Principal every Friday for five weeks, progress will be evaluated and a determination made on his/her status. If satisfactory progress is demonstrated in provision 2b. (1), (2), (3), the student will be taken off probation. If unsatisfactory progress is demonstrated, he/she will be declared “ineligible” for the remaining five weeks of the marking period. For probationary students involved in an activity that concludes within five weeks from the start of probation, progress reports will be evaluated weekly.
  - a. Ineligibility: If a student fails three or more subjects, he/she will be declared “ineligible” for the following five-week period or longer, until he/she demonstrates significant improvement in



overall academic performance. A letter will be sent home to his/her parents detailing this policy and the student's responsibilities. If a student is declared "ineligible" he/she will not be permitted to participate in any extracurricular activities. To be reinstated, he/she must fulfill all the requirements stated above for the "probationary" student.

607.2

### STUDENT GOVERNMENT

The purpose of the Carle Place Student Organization is to assist in student life issues at Carle Place M.S./H.S. and to provide an avenue of discussing issues that may be presented during the school year. It is an opportunity for students to take part in a leadership experience and organize events such as Homecoming, Battle of the Classes, fundraising, etc.

Membership of this organization shall be open to those students who are current students of Carle Place M.S./H.S. Members should have a minimum of an "85" average and should have no expulsions or out of school suspensions.

Any student seeking election into the Student Organization (not class office) MUST have run for a position in student government at some point during their tenure at Carle Place Middle School/High School. The student did not have to win the position in order to qualify.

607.3

### CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

#### Co-Curricular

Best Friend's Club	Med-Tech Club
Builder's Club	MS Class Officers/Reps.
Chamber Orchestra (H.S.)	Mock Trial
Chess Club	Musicals (M.S., H.S., & Summer)
Cooking Club (M.S.)	National Honor Societies (M.S. & H.S.)
Culture Vultures	Newspaper (M.S. & H.S.)
DECA	Outdoor Activity Club
Drama (MS and/or HS)	Robotics Team (FIRST)
Ensemble Singers	S.A.D.D.
Environmental Club	Senior Class Officers/Reps.
Freshman Class Officers/Reps.	Sophomore Class Officers/Reps.
Gay/Straight Alliance	SPARC Interact Club (Community Service)
Jazz Band (H.S.)	Student Organization
Junior Class Officers/Reps.	Unity Club
Key Club	Women's Choir
Literary Magazine	Yearbook (H.S.)
Marching Band	Yearbook/Web Design Club (M.S.)
Math Team	

## Extra-Curricular

### Boys

Baseball  
Basketball  
Bowling  
Cross Country  
Football (w/Wheatley HS)  
Golf  
Lacrosse (w/Wheatley HS)  
Soccer  
Swimming  
Tennis  
Track  
Volleyball  
Wrestling

### Girls

Basketball  
Bowling  
Cheerleading  
Competitive Cheer  
Cross Country  
Gymnastics (w/Wheatley HS)  
Field Hockey  
Lacrosse  
Soccer  
Softball  
Swimming  
Tennis  
Track  
Volleyball

#### 607.4 READMITTANCE TO ATHLETIC ACTIVITY FOLLOWING AN INJURY OR ILLNESS:

1. Any athlete who suffers an injury or illness (absent 5 days or longer) which requires evaluation by a health professional and, as a result, is disqualified from participation in physical education and/or interscholastic participation, must be requalified for interscholastic athletic competition.
2. Before readmitting the athlete, the school physician will require written permission from the attending physician stating that the student is physically capable of requalifying for participation in physical education and the interscholastic program.

NOTE: Any pupil whose safe participation is in question as a result of the health history interview, or injury, or prolonged participation. (as per NYSPHS Athletic Association Handbook 1992-94 – page 57).

3. In the event that questions arise regarding injury or illness, the Health Office should be contacted immediately.
4. All physicians' notes (to include health professionals) must be submitted to the Health Office so they can be noted on the student's health record and reviewed by the school nurse and/or the school physician.

#### 607.5 INTERSCHOLASTIC ATHLETICS CUT POLICY REGULATION -#5281-R

The philosophy of the Board of Education is that interscholastic athletics for boys and girls is an integral and desirable part of the school district's secondary educational program. The Board of Education encourages and supports participation of all students in our athletic programs.

At the 7 & 8 grade level, consistent with our MS philosophy of encouraging students to try new activities and explore their interests, the Board of Ed. supports a full, modified level athletic program. No students will be deprived of an opportunity to participate in interscholastic sports in 7<sup>th</sup> or 8<sup>th</sup> grade.

However, at the Junior Varsity and Varsity levels, procedures shall be established which limit the participation in each sport based on the guidelines established. The procedures for cutting students from athletic teams will only be utilized when absolutely necessary.

Consistent with the Board of Education Philosophy on interscholastic athletics and upon the recommendation of the athletic director and the high school principal, the following procedures should be adhered to by coaches recommending cuts in athletic teams:

1. The athletic director must be notified at the start of the sports season (no later than the first day of practice), that a “tryout period” will be necessary.
2. All coaches must be educated as to the rules, guidelines and spirit of this policy.
3. Official notification regarding this policy must be given to the parents of all students who are trying out for a sport & to the student athlete, prior to the 1st day of practice, if possible, but no later than the 1st day of practice.
4. The tryout period will be determined by the athletic director but may not be fewer than 2 days, nor longer than 5 days from the start of the sports season. **\*NOTE:** Athletes must be given an opportunity to have a reasonable amount of time to demonstrate their skills yet not so long a time that the athlete feels that he or she has become part of the team.
5. A list of proposed cuts must be submitted to the athletic director by the coach prior to notifying the athlete or their parents.
6. Any athlete that is cut from the team will be informed by the coach directly and a sincere effort will be made by the coach to minimize any emotional hurt to the athlete.
7. Although ability is not the sole criteria used to make the decision, it is a major consideration. Other criteria such as attitude, grade level, work ethic, sportsmanship, special talents, prior participation, and academic performance will be used by coaches in selecting athletes for their teams.

There are a recommended number of athletes per team at the junior varsity and varsity levels.

## **609 GUIDANCE PROGRAM AND GRADING SYSTEM**

### **609.1 GUIDANCE PROGRAM**

The Board of Education recognizes the importance of guidance programs throughout a student's career in order to help plan and coordinate an integrated course of study, provide support for decision-making, and to provide a support system geared toward each individual's personal needs. The guidance program will be flexible enough to allow input from students, teachers and parents.

In grades 7-12, the guidance program shall provide the following service:

1. An annual review of each student's educational progress and career plans;
2. Instruction and/or activities at each grade level to help students learn about curriculum options and careers;
3. Individual and/or group counseling to help students develop and implement postsecondary plans;
4. Encouragement of parental/family involvement, and;
5. Individual or group counseling to help students who exhibit any attendance, academic, behavioral or transition difficulties.

### **609.2 STUDENT SCHEDULES AND COURSE LOADS**

Each building principal has the responsibility of scheduling for instruction. The building principal may enlist the services of other personnel and/or programs to expedite the scheduling procedure.

Student schedules shall be arranged to provide each student with the best education possible.

The following is the minimum number of courses that students must take:

**Grade 9** 7 courses plus Physical Education

**Grade 10** 7 courses plus Physical Education

**Grade 11** 7 courses plus Physical Education

**Grade 12** 6 courses plus Physical Education

### **609.3 PROMOTION REQUIREMENTS**

The following requirements for student promotion have been established:

1. Grade 10 – for admission to grade 10 a pupil shall have earned at least **5 credits** including no less than 2 of the following: **English 9, Social Studies 9, Science, and Mathematics;**
2. Grade 11 - for admission to grade 11 a pupil shall have earned at least 9 credits including **English 9, Social Studies 9, Science and Mathematics**, and no less than one of the following: **English 10, and Social Studies 10;**
3. Grade 12 - for admission to grade 12 a pupil shall have earned enough units in all prescribed areas to enable him/her to graduate at the end of the year, upon successful completion of the courses which can actually be included in their 9 period schedule.

609.4 GRADUATION REQUIREMENTS HIGH SCHOOL: GRADES 9-12

Below, please find an overview of the graduation requirements presently in place and how these requirements will affect students in grades 9-12.

Awarding of Regents Diplomas, Local Diplomas and Participation in Graduation Ceremony

In order to participate in the graduation ceremony, the building principal must certify that the student has met one of the following requirements:

1. Regents Diploma – The requirements for a Regents Diploma, include **22 units** of school credit and the passing of specified Regents examinations. The specified Regents are:

- **English Language Arts**
- **Social Studies (Global History & Geography or U. S. History & Government)**
- **Mathematics (Algebra I or Algebra II or Geometry)**
- **Science (Living Environment or Earth Science or Chemistry or Physics)**
- **1 Pathway Assessment or CDOS Credential**

All students must choose one of the following assessments:

- Additional math Regents exam in a different course (Algebra I, Geometry, Algebra II); or
- Additional science Regents exam in a different course (Living Environment, Earth Science, Chemistry, Physics); or
- Additional social studies Regents exam in a different course (Global History, Geography, U.S. History & Government); or
- Pass a Department approved CTE Pathway Assessment, following successful completion of an approved CTE program; or
- Pass a Department approved Pathway Assessment in the Arts.

In addition, students must satisfy the following requirements:

- 4 units of English Language Arts**
- 4 units of Social Studies (Global Studies I and II, U.S. History, participation in Government, Economics)**
- 3 units of Science**
- 3 units of Mathematics**
- 1 unit of Art, Music, Dance and/or Theatre**
- ½ unit of Health Education**

**2 units of Physical Education**

**1 unit of Language Other Than English (LOTE) (Students with a disability may be excused from this requirement.)**

**3 ½ units of electives**

2. Regents Diploma with **Advanced Designation** – Students may pursue a Regents Diploma with Advanced Designation by receiving a grade of **65 or better** on 8 *required* Regents exams as follows: 3 Math, 2 Science (One must be Life Science and one must be Physical Science), 2 Social Studies; and *either* a locally developed Checkpoint B LOTE examination *or* a 5 unit sequence in the Arts or CTE. In addition to the unit requirements for a Regents diploma, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.
3. Regents with **Honors** – The student earns a computed average of at least **90** on the Regents examinations applicable to a Regents Diploma or a Regents Diploma with Advanced Designation
4. Regents with **Advanced Designation** with an annotation that denotes **Mastery in Math** – The student meets all the requirements for a Regents Diploma with Advanced Designation **AND** earns a score of **85** or better on 3 Mathematics Regents examinations. (Algebra, Geometry, Algebra 2)
5. Regents with **Advanced Designation** with annotation that denotes **Mastery in Science** – The student meets all the requirements for a Regents Diploma with Advanced Designation **AND** earns a score of **85** or better on 3 Science Regents examinations.
6. Regents (through appeal) for all student populations. - The student must meet the same credit requirements as a Regents diploma (see #1. above) and the following assessment requirements: 4 exams with a minimum score of 65 and one exam with a score of 60-64 for which an appeal has been granted by the district.
7. Local Diploma - A local diploma is an option for either students with disabilities with an Individualized Education Program (IEP) or Section 504 Accommodation Plan. The credit requirement is similar to the Regents Diploma (see #1. above). There are two options for assessments:

***Low Pass Safety Net Option:*** 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Social Studies and 1 Pathway Assessment or CDOS. In the event a student with a disability is unable to attain a passing score on the Science, Social Studies, and/or Pathway examination, the student may seek a Superintendent's Determination of a Local Diploma. This must be requested in writing by the parent/guardian.

***Compensatory Safety Net Option:*** scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam excluding ELA and Mathematics.

8. Local Diploma (through appeal) for all student populations. - The student must meet the same credit requirements as a Regents diploma (see #1. above) and the following assessment requirements: 3 exams with a minimum score of 65 and two exams with a score of 60-64 for which an appeal has been granted by the district.
9. **Technical Endorsement** – A student meets the requirements for either a Local Diploma, a Regents Diploma, or a Regents Diploma with Advanced Designation AND successfully complete a Department approved CTE Program including the three part Technical Assessment.

### Non-Diploma High School Exiting Credentials

1. Career Development and Occupational Studies Commencement Credential – This is available to students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA). The requirements are as follows:

Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework or work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;       **OR**

Student meets criteria for a national work readiness credential.

Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.

2. Skills and Achievement Commencement Credential – This is available to students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA). The requirements are as follows:

All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

609.5 PARTICIPATION AT GRADUATION CEREMONY

- A. Participation: Students will be allowed to participate in the graduation ceremony, if they have passed all courses and state examinations required to receive their high school diploma or requirements for the aforementioned Non-Diploma High School Exiting Credentials. No student who fails to meet the New York State graduation requirements will be allowed to participate at the graduation ceremony.
- B. Dress: Students must adhere to the dress code set for graduation attire which is mailed home to the parents of seniors each June. Students who violate the dress code will be excluded from participating in the graduation ceremony.
- C. Disciplinary Action: Students may be excluded from graduation exercises as a disciplinary action. Students who violate school policy seriously risk having the privilege of participation at the graduation ceremony rescinded.

If a student is suspended from school for participating in a senior prank, inappropriate behavior at the Senior Prom, or during Senior Week, or any of other serious infraction of school rules during the school year, the student will not be permitted to participate at the graduation ceremony.

609.6 MIDDLE SCHOOL - MOVING UP REQUIREMENTS

In order to participate in the moving up ceremony and to attend the annual end-of-year field trip, the student must successfully pass a minimum of three major subjects. These subjects include mathematics, science, social studies, English and a world language (unless exempt).

609.7 CLASS RANK

A. **For graduating classes of 2024, 2025, 2026, 2027:**

Rank in class during grades 9 through 12 is a guidance tool that is part of the annual review held by a counselor with each student. Rank in class shall also be used to determine the Top 20 students in each 12<sup>th</sup> grade class.

The overall average that shows on the high school transcript and is used to determine rank in class is based on:

- a) All required English and social studies courses;
- b) All full year courses in science, mathematics and foreign language; &
- c) All failures in any of the above courses will be included.

Final grades will be weighted as follows:

Advanced Placement and/or college level courses	= 1.10
Honors or Accelerated Courses	= 1.05
Regents Courses	= 1.025
General Courses	= 1.00
Special Education Courses	= 1.00
All other courses	= 1.00



### **Valedictorian and Salutatorian**

- a) The selection of the Valedictorian and Salutatorian will be made at the end of the second quarter of the senior year.
- b) Utilizing the rank-in-class computation, the student with the highest overall average shall be designated Valedictorian, and the second highest shall be designated the Salutatorian.
- c) To qualify as the Valedictorian or Salutatorian, the student must have attended Carle Place High School for a full seven semesters.
- d) Any significant violation of the Code of Conduct may jeopardize a student's designation as Valedictorian or Salutatorian, regardless of class rank.

- B. **For graduating classes of 2027 and beyond**, the following will be included in determination of class rank as well as what is listed above:
- a) All full year Advanced Placement courses in all subjects, including multiple Advanced Placement courses in a particular subject (e.g., students who take two full year AP English courses will have grades from both courses included in their class rank);
  - b) All college-level courses

### 609.8 ACCEPTANCE CRITERIA INTO A BOCES BARRY TECH., WESTBURY, VOCATIONAL PROGRAM and/or BOCES LIHSA ARTS PROGRAM, SYOSSET APPLICATION

The school counselors review each student's request and review the criteria below to determine if a BOCES program is "essential" to the development of the student while in high school and ultimately for successful post-secondary transition.

#### **BOCES BARRY TECH., Vocational Program, Westbury**

The following criteria have been developed as a guideline to determine if a student should attend a BOCES BARRY TECH., Westbury, vocational program.

- Student must attend the "Taste of Tech" field trip to BOCES BARRY TECH., Westbury.
- Student must complete an **Initial Application for Participation in Vocational Programs**. The application must be submitted to Mr. DeBlasio, Director of Guidance, by the deadline indicated.
- Student must have abided by the Carle Place School Code of Conduct and have acceptable attendance and tardiness records.
- Student must be on-track to graduate with his/her class and/or be able to complete their academic requirements in English, social studies, mathematics and science without the pressure of "doubling-up" in any of their subject areas. All required courses and accompanying labs must fit into their CPHS schedule. Consideration for the use of embedded course credit for academic courses must be approved by the high school principal.

- The counselors will review each application with a “*focus on the individual needs*” of the student, asking the question, is the program “essential” for successful post-secondary transition?
- The Director of Guidance alongside the counseling team will make the determination on whether or not the individual student is likely to continue their education in a post-secondary school or if the student will experience greater success pursuing a vocational career. The high school principal will review the final list of participation.
- It is the responsibility of the counselor to evaluate the student’s academic profile, “*focusing on the individual needs*” of the student and determine the career path, whether that be college or a vocation, thereby making for a successful post-secondary transition.
- Preference will be given to the 11<sup>th</sup> grade student predicated upon the concept that they will be able to successfully complete a two year program of study in a field of their choice. However, the Director of Guidance reserves the right to accept a 12<sup>th</sup> grade student based upon that student’s unique circumstances.
- If a student’s program request is denied by BOCES BARRY TECH., Westbury, the Director of Guidance is not bound to honor an alternative program recommended by BOCES BARRY TECH., Westbury.
- The counseling team will collaborate cooperatively when evaluating each application. Factors such as the student’s academic profile, social and emotional needs, and Individual Education Program (IEP), should all be given careful consideration when determining if a student’s application will be forwarded to BOCES BARRY TECH., Westbury, for their review.

### **BOCES LIHSA, Arts Program, Syosset**

The following criteria have been developed as a guideline to determine if a student should attend a **BOCES LIHSA Arts Program, Syosset**.

- Student must be on-track to graduate with his/her class and/or be able to complete their academic requirements in English, social studies, mathematics and science without the pressure of “doubling-up” in any of their subject areas. All required courses and accompanying labs **MUST** fit into their CPHS schedule.
- Student must schedule and attend a formal visit to **LIHSA**.
- Student must complete an **Initial Application to LIHSA** with their counselor and submit it in full completion to the Director of Guidance by the indicated date for that academic year.
- The Director of Guidance along with the counseling team will assess the individual needs of each applicant to decipher if their requested program is “essential” for post-secondary transition.
- **Student must have exhausted all related coursework offered at Carle Place High School in their requested program of study at LIHSA.**
- Student will be required to attend an interview with a committee comprised of the high school principal, Director of Guidance, Counseling

Team, Chairperson of Fine and Performing Arts, and a teacher representative.

- The final list of students to attend **LIHSA** will be deciphered by the above committee with the final approval to be made by the Superintendent and Board of Education.

609.9 GUIDELINES FOR BOCES BARRY TECH., WESTBURY, and BOCES LIHSA, SYOSSET, STUDENTS

1. Regular daily attendance in the BOCES Barry Tech., Westbury, and the BOCES LIHSA, Syosset programs is a requirement.
2. A student who had excessive absences from BOCES Barry Tech., Westbury, or BOCES LIHSA, Syosset, during any marking period will be subject to dismissal from the program. Before such action is taken, the student and parents will have an opportunity to meet with the high school principal, the Director of Guidance, and the student's counselor.
3. Students are required to use school transportation to and from BOCES Barry Tech., Westbury, and/or BOCES LIHSA, Syosset, centers. It is the student's responsibility to be on time for scheduled bus departures.
4. A student who misses the BOCES Barry Tech., Westbury, or BOCES LIHSA, Syosset, bus must report to the assistant principal's office and remain in the high school building for the remainder of the day.
5. Students are expected to exhibit mature behavior on buses or transportation privileges may be withdrawn.

609.10 MAKE-UP OPPORTUNITIES

Students who are legally absent shall be given reasonable time to make up assignments missed during their absence. Where necessary and applicable, assignments may be sent home by teachers. Teachers will be available during their extra help periods for additional support.

**The Commissioner of Education has determined that a school district is not required to allow a student to make up a test, complete an assignment late or earn a grade for class participation if the test or assignment was missed because of the student's intentional and improper decision not to attend school (Appeal of Augustine, 30 Ed Dept. Rep 13). For example, a student who cuts a class in order to avoid an exam, can receive a "0" for that exam.**

A student who repeats a course due to failure must repeat the full year in order to receive a unit of credit. The only exception to this would be a student who takes the January Regents and receives a passing grade.

609.11 ADVANCED COLLEGE PLACEMENT

The Carle Place Union Free School District offers various college level Advanced Placement (AP) courses so that students receiving a satisfactory mark on the nationwide AP exams may receive the opportunity to earn college credit while still in high school.

ENGLISH - Recommendation to AP of previous year's English teacher; 85% average in previous year's English course; completion of summer reading

assignment for which a test will be given; students are required to take the AP examination in May.

SOCIAL STUDIES - Recommendation to AP of previous year's social studies teacher. 85% average in previous year's social studies course. Completion of summer reading assignment for which a test will be given. Students are required to take the AP examinations in May.

WORLD LANGUAGES - Recommendation to AP of previous year's world language teacher. 85% average in previous year's World language course. Students are required to take the AP examination in May.

MATHEMATICS/SCIENCE - Recommendation to AP of previous year's Science/Mathematics teacher; 85% average in previous year's Science/Mathematics course; completion of summer Mathematics (i.e., Calculus), Environmental Science, Chemistry, Biology and/or Physics, assignment for which a test will be given; students are given the option of taking the AP examination in May.

## 609.12 GRADING OF SUMMER SCHOOL

### 1. Students who take Walk-In Summer Regents Exams

- A. If the summer regents exams is HIGHER than the school year Regents exam, the summer Regents exam grade will REPLACE the original Regents exam grade on the transcript. This will be done in time for the Fall of 12<sup>th</sup> grade. **(PLEASE NOTE: the final average in the course will not be recomputed to include the higher Regents exam grade.)**
- B. If the summer Regents exam grade is LOWER than the school year Regents exam, the school year Regents grade will be recorded on the TRANSCRIPT.

It is critical that you understand the difference between the transcript and the permanent record card. The score of EVERY STATE EXAM ATTEMPTED MUST APPEAR ON THE PERMANENT RECORD CARD.

### 2. Students Who Complete Summer School Courses Either to Make Up Failures or To Improve Grades

The June final average in the course and the final grade in the summer school course will appear on the permanent record card and the transcript. The average of the two grades will count in the GPA.

<u>For example:</u>	English 9 June grade	78
	English 9 August grade	86
	GPA grade:	82

If the average of the June & Aug. grades is a failure, but the August grade is a passing grade, the summer grade will be entered as 65%.

<u>For example:</u>		
	English 9 June grade	58
	English 9 August grade	66
	GPA grade:	62; converts to 65; 1 credit

609.13 DROPPING A COURSE

Any student requesting to drop a course during the first five weeks must receive teacher, chairperson/director and parental permission. However, no request to drop courses will be honored during the first 5 full school days of semester one and semester two. After this 5 day waiting period, the chairperson/director must speak with the teacher, school counselor and parent. A parent must have a conference with the chairperson/director prior to the student dropping a course. A parental note will not suffice.

Students who decide to drop a course, half-year or full-year, before the five-week period of the first period, will be allowed to do so without penalty. **Students will not be allowed to drop a half-year course after the five-week period.**

If a student decides to drop a full-year course after the five week period and/or by the end of the first marking period, a grade of WP will be assigned if the student is passing at the time. If the student is not passing at that time, the student will receive a final grade of WF, which would equate to a grade of 50. This option is contingent on the student being able to be scheduled in another full-year or half-year course.

If a student decides to drop a class after the first marking period, the student will receive a final grade of WF, equivalent to a grade of 50, whether or not they were passing or failing at that time. This option is contingent on the student being able to be scheduled in another full-year or half-year course.

An extension to the time requirements for dropping a course can be mutually agreed upon by the student, teacher, parent, and chairperson. If an extension is granted, it is important that all parties are clear on how the student will be graded at the end of the extension period.

609.14 STUDENT EVALUATION

The Board of Education endorses and supports the use of ability, achievement, diagnostic, readiness, interest and assessment tests as part of the total educational process to the degree to which tests help the District to serve its students. The District is prohibited from making any student placement or promotion decisions based solely or primarily on student performance on State ELA and or math assessments in grades 3-8. Student performance on such assessments may be given consideration as part of grade promotion and/or placement decisions; however, the assessments may not constitute the major factor in such determinations and must be considered in combination with multiple measures such as performance in class, past records, parent/guardian and teacher recommendations, diagnostic test scores, and any other appropriate sources of information.

## **MISCELLANEOUS STUDENT INFORMATION**

### **610.1 COMPUTER NETWORK/INTERNET USE POLICY**

#### **Acceptable Use**

Access to the district's computer network is provided solely for educational purposes and research consistent the district's mission and goals. Access to the network is a privilege, not a right. Inappropriate use of the district's computer network may result in the sustention or revocation of that use and future access may be denied. All users will be granted a unique login name and password. Each individual, in whose name an account is issued, is responsible at all times for its appropriate use. The School District retains sole and unreviewable discretion to determine appropriate use.

All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are inappropriate. In addition transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material: threatening or obscene material; expressions of bigotry, racism, or hate: or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any activities in violation of the Carle Place School District Code of Conduct are prohibited.

Network users who identify a security problem on the district's network, must notify the appropriate teacher, administrator or computer network coordinator immediately. Under no circumstances should they demonstrate the problem to anyone other than to the district official or employee being notified. Any user identified as a security risk or found participating in "**Abusive Activities**" will be denied access to the district's network and subject to disciplinary action by the Carle Place Union Free School District and or the Local Authorities.

#### **User Accounts:**

Carle Place School District will provide each user with a unique ID and Password, which is for exclusive use only by the user to whom it has been granted. Through the remainder of this document, the term "Unique ID and Password" will be referred to as "Logon Credentials". Each user's logon credentials will grant privileged access to the Carle Place School District Local Area Network and does not in any way authorized access to the WAN (Wide Area Network).

#### **Local Area Network:**

The Carle Place School District Wide Area Network is designed to enable high speed communication between all schools and to enable each and every user to have his/her own set of Logon Credentials. Each user is granted permission to access the Carle Place School District Local Area Network provided his/her agree to the "Acceptable Use Policy". Users granted access, are permitted to use applications, and will be provided their own individual home directory accessible only by that user and authorized staff.

#### **Internet Access:**

The internet, sometimes called simply "the Net," is a worldwide system of computer networks-a network of networks in which users at any one computer can, if users have permission, get information form any other computer. The Internet is a public,

cooperative, & self-sustaining facility accessible to hundreds of millions of people worldwide.

Enabling internet access in the Carle Place School District provides a wealth of knowledge to all utilizing it. However with access to computers and people all over the world, also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Carle Place School District has taken precautions to restrict access to such materials by using the internet content filtering services of Bascom. However, on a global network it is impossible to control all material and a user may gain access to inappropriate information.

#### **Virtual Private Network:**

Virtual Private Network also known as VPN enables authorized WAN users access to the Carle Place School District private Local Area Network. All users requesting VPN access must provide a completed “VPN Authorization Request Form” and submit it to the Director of Technology for final authorization. All “VPN Authorization Request Forms” must be completed by the principal and/or computer network coordinator submitting a “VPN Authorization Request Form does not guarantee VPN access. A “VPN Authorization Request Form” provides the Director of Technology the ability to investigate a request to ensure it is essential and would not produce security vulnerabilities.

#### **Use of New Web Tools**

Online communication is critical to our students’ learning of 21st Century Skills and tools such as blogging and podcasting offer an authentic, real-world vehicle for student expression. Again, as educators, our primary responsibility to students is their safety. Hence, expectations for classroom blogs or wikis, student protected e-mail, podcast projects or other Web interactive use must follow all established Internet safety guidelines.

#### Web 2.0 Tools: Terms and Conditions:

- Students using blogs, podcasts or other web tools are expected to act safely by keeping ALL personal information out of their posts.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat blogspaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

#### Netiquette

All users must abide by rules of network etiquette, which include but are not limited to the following:

- Be polite. Use appropriate language and graphics. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
- Avoid language and/or graphic representations which may be offensive to other users. Don’t use network or Internet access to make, distribute, or redistribute jokes, stories, or other material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.

**Abusive Activities:**

The following is a list of prohibited activity concerning use of the district's computer network:

Violations of any of these prohibitions are subject to disciplinary action by the Carle Place Union Free School District and or the Local Authorities.

- Participating in illegal activities.
- Downloading non-educational materials.
- Accessing without proper authorization, non Carle Place School District computers and network resources.
- Accessing any network services with Logon Credentials other than the Logon Credentials provided for exclusive use by the Carle Place School District.
- Using the network to send any anonymous messages or files.
- Using the network to receive, transmit or make available to others harassing, obscene, offensive or sexually explicit material, or messages that are non educational and inconsistent with the Code of Conduct.
- Revealing any personal information of oneself or another person, including but not limited to, name, account number, password, address or telephone number.
- Accessing other users email accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring & receiving of electronic mail (e-mail) systems.
- Installing any unauthorized materials onto the network, and workstations such as and not limited to applications, scripts, batch files, macros, and plug-ins.
- Using the Carle Place School District network resources and/or internet for commercial activity, financial gain and/or fraud, including and not limiting to advertising, trading, selling, and buying.
- Attempting to intentionally disrupt, crash, vandalize, transmit, and/or receive data or access without authority, network, phone systems, and related services and data. This includes, but is not limited to creating or placing a computer virus, script, batch file, and macro, onto the network and/or related services.
- Stealing and accessing unauthorized data, equipment or intellectual property.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network to others.
- Vandalizing district equipment or materials, data of another user of the district's network, or any entities of networks and/or related services that are connected to the internet and/or the Carle Place School District's network and related services.
- Using the Network in any way that might disrupt the use of the Network by others. Examples of this include, but are not restricted to:
  1. Downloading extensive files
  2. Sending mass e-mail messages or transmitting or propagating chain letters.
- Changing, adding or deleting a preference file or system file at any time.
- Attempting to gain unauthorized access to any files, resources or computer.
- While logged on through the District Network, accessing an Internet Service Provider other than the sole provider used by the Carle Place District,



Including, but not limited to, American Online unless authorized by a teacher or other District employee.

- Using the Network to play or download games, movies or other forms of entertainment, unless authorized by a teacher or other District employee.
- Using any storage device such as a DVD, CD, or USB flash drive on any school computer for the purpose of transporting and running inappropriate files. Any media or removable drive that includes “executable files” or “dll files” is considered inappropriate.

Any Network user identified as a security risk or having a history of violations of District computer use guidelines may be denied access to the District’s network.

#### **No Privacy guarantee**

Users using the District’s computer network should not expect, nor does the District guarantee privacy for electronic mail (e-mail) or any use of the District’s computer network and related services. Email and the Network are not guaranteed to be private and any information obtained is the sole property of the district.

The District reserves the right to access and view any material stored on District equipment or any material used in conjunction with the District’s computer network. The Network and related services, including E-mail are not guaranteed to be private and the Carle Place School District’s Local and Wide Area Network is the sole property of the Carle Place School District. Consequently, the system and administrator may at any time, examine any account, e-mail, disks, files, network shares, applications or any information related to and/or made use of on the District’s Network.

#### **Sanctions**

All users of the District’s computer network and equipment are required to comply with the District’s policy and regulations governing the District’s network. A user’s failure to comply with the policy and or regulations will immediately restrict that user’s ability to access the network and related services. Users found participating in “Abusive Activities” will be subject to disciplinary action by the Carle Place Union Free School District and or the Local Authorities.

The signature at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand their significance.

## Carle Place Union Free School District

### **Student/Teacher/Staff – Computer Network/Internet Use Agreement:**

I understand and I will abide by the above Computer Network/Internet Use Agreement. I further understand that any violation of the regulations described above is unethical and may constitute a criminal offense. Should I commit a violation, my access privileges may be revoked, my school district may commence disciplinary proceedings against me, and I may be subject to appropriate legal action by my school district or others. Further, I will hold the Carle Place UFSD harmless against all damages, judgments, and attorneys' fees that may be obtained against them arising out of my use of the network/internet during access outside of school.

User Name (please print): \_\_\_\_\_

User Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(If you are under the age of 18, one of your parents, your guardian or person in parental relation must also read and sign this agreement).

### **Parental Consent to Computer Network/Internet Use Agreement:**

As the parent, or guardian of the student, I have read the Computer Network/Internet Use Agreement. I understand that this access is designed for educational purposes. The School District has taken precautions to eliminate access to inappropriate material. However, I also recognize it is impossible for the School District to restrict access to all inappropriate or controversial matters and I will not hold the District responsible for any such materials my child may acquire on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. In connection therewith, I will hold the Carle Place UFSD harmless against all damages, judgments, and attorney's fees that may be obtained against them arising out of my child's use of the Computer Network/Internet during access at other than his or her school. I hereby give permission to the Carle Place UFSD to issue an account for my child and to certify that the information contained on this form is correct.

Parent/Guardian Name (please print): \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 610.2 EXTRA HELP

1. Extra help for middle school students will be available during the lunch periods. Teachers will require students to attend extra help if the student is failing or needs additional support.
2. Extra help for high school students may be available during the lunch periods and also during certain periods of the school day. Students are encouraged to attend extra help classes from any subject teacher available. Teachers, on a voluntary basis, will inform students of their availability before or after the school day.
3. All Middle School and High School teachers will be available for extra help after school on Tuesdays, Wednesdays, and Thursdays from 2:33 PM – 2:57 PM. All middle school students are expected to remain in the building during this period. All high school students in good academic standing and with parental permission may leave the building. Each quarter we will check academic standing. If a student is found in poor academic standing he/she, they/them, will not be permitted to leave during our extra help period at the end of the day.

## 610.3 FIELD TRIP POLICY

- A. All field trips should be completed by no later than May 1<sup>st</sup>. However, since there may be a valid reason to schedule a field trip after May 1<sup>st</sup>, the following guidelines must be adhered to:
  - 1) Any request for a field trip after the deadline date must be submitted prior to May 1<sup>st</sup>.
  - 2) It is extremely important that no more than one field trip be scheduled during a week. Special consideration must be made that no student is missing for multiple days of instruction.
  - 3) Students must receive the permission of all of their teachers and must be in good standing in their classes. Students must meet with their teachers to request all assignments that they will be missing. This must be done prior to going on the trip. It is imperative that these assignments are completed by the next scheduled class.
- B. Blackout dates in which no trips can be scheduled will be indicated on the field trip calendar. For example, the last week of each marking period, prior to and during AP's and assessments, etc.
- C. Field trip permission forms must be completed 3 weeks prior to the trip date. Trip supervisors are required to obtain parental permission slips from all students regardless of age. A tentative attendance list must be distributed to all faculty members from 7–14 days prior to the trip. The attendance office must also be notified during this time frame.
- D. Teachers must be careful to schedule trips so that the same students are not missing classes within a 2-week period.
- E. Every effort should be made to schedule trips to include the maximum number of students involved in a particular course or at a particular grade level. An example, if an Earth Science teacher decides to take

his class to the Museum of Natural History, all classes enrolled in Earth Science should be included in the preparation for this field trip.

- F. Since field trips are a part of their course work, students should make every effort to attend the field trip unless there is a valid reason. Students who do not attend a field trip will be expected to attend all classes on that day and must complete alternate assignments provided by his/her teacher.
- G. Although field trips are part of the course work in one class, students will miss valuable class work in many of their other classes. Teachers need to counsel students who are behind in their work that going on the trip may not be in their best interest.

As a guide, a probation list will be circulated listing students who have poor attendance records, excessive behavior problems resulting in two or more days of ISS and/or OSS, or failing grades in two or more subjects. Although these students will not be automatically excluded from educational opportunities outside the school building, they must obtain written permission from **all** their teachers prior to the trip. It is the student's responsibility to obtain his/her teacher's signatures.

- H. On the day of the trip, the students will meet in the auditorium. This is a good opportunity to preview and review the learning objectives and procedures for the trip as well as giving last minute instructions.

Students will be assigned to groups under the supervision of a designated teacher and/or staff member. Students are required to stay with their groups at all times and follow all directions. It is imperative that all student exhibit proper behavior throughout the field trip. Failure to adhere to field trip policy will result in disciplinary action.

Lunch (Option 1) – Prior to a field trip departing, all students will eat lunch in the north cafeteria; arrangements can be made through the Director of Food Services. This may be a suitable option for field trips to a Broadway play.

Lunch (Option 2) – If it is necessary to eat lunch in the city, reservations must be made prior to the day of the trip. If this cannot be done, the students will have to bring their own lunch.

- I. **Students who do not attend classes prior to departure time of the trip will not be permitted to attend the trip.**

#### 610.4 HOMEWORK POLICY

##### **Homework Philosophy**

Research suggests that homework can have a positive effect on student achievement. Whether homework is effective or not depends on the nature of the assignment, the effort put forth by the student, and classroom follow-up. We believe that homework is necessary:

- To reinforce concepts introduced and reviewed in class,
- To assess individual understanding of classroom concepts,

- To make students independent thinkers,
- To foster critical thinking,
- To preview concepts and skills and as an introduction to instructional goals,
- To teach life skills, such as accountability, responsibility and time management,
- To prepare students for the expectations of post-secondary education and/or job experience.

### **Homework Policy**

Homework should be assigned regularly as a part of the continuous learning process. Care should be taken to see that all children understand the work assigned to them. Teachers must check homework and continually evaluate the real worth of all outside classroom assignments. Teachers are expected to develop and give meaningful homework assignments that enhance the classroom lesson, motivate the student to think, are interesting and challenging to the student, require the use of the library and other research skills, and add to the understanding of the course.

Our homework policy is highlighted as follows:

- Homework should be assigned a minimum of three days per week, including weekends. Such action does not prevent the teacher from assigning any long-term project.
- Homework should not be assigned the day before/prior to a full period test or its equivalent. Homework may be assigned the day before/prior to a classroom quiz.
- Homework should be class appropriate in terms of its length and the degree of sophistication. Teachers are best able to judge the appropriateness of assignments for the course they teach. It is axiomatic that more demanding courses, as designated in the program planning guide, such as AP and Honors courses, will call for more challenging homework and will require more time.
- Long-term assignments should have calendar due dates to ensure student progress toward completion and, if applicable, specific due dates for each step/component identified from the onset.
- Assignments given during vacation periods, which exceed a regular overnight or weekend homework commitment, shall be given to students at least one week prior to the vacation period. Students will be allowed to hand in the assignment within one week of their return from school. (Revised: 06/12)
- Teachers may assign projects, reading assignments, and/or written assignments during the summer vacation, if it is deemed essential to the students' success in the curriculum or considered worthwhile for the overall growth of our students.
- Homework should be reviewed and/or evaluated on a regular basis.
- Because homework is an important part of the instructional program, failure to submit homework will be reflected in the student's grade in a manner determined by the teacher and clearly indicated to the student at the beginning of the school year.

- While the student must assume the major responsibility for completing a homework assignment, parents are encouraged to take an active role in ensuring that their child is completing their homework.

### **Student Expectations**

- Take homework seriously and do your own work.
- Allocate a block of time each day for completing homework.
- Take advantage of advanced notice to manage your time and complete assignments in an incremental manner.
- Clearly understand each department's guidelines for homework.
- Form study groups to complete homework and prepare for tests.
- Make responsible choices so that you may complete their homework on a daily basis.
- Recognize your abilities and limits and learn to prioritize your school/work activities.

### **Parent Expectations**

- Reinforce and support the value of homework and support their child's teachers and the importance of education.
- Help their child schedule a plan to complete the assignments.
- Assist their child in making the best choice to accent their strengths and preferences (when multiple options are given for an assignment/project).
- Check their child's homework and help them manage their time.
- Offer guidance when selecting classes and joining extracurricular activities.
- Check on their child's progress with their teachers and guidance counselor.
- Help their child with time management and prioritizing their busy schedule.
- Set limits for their children.
- Revisit the commitments that their child has made at various points throughout the year.

## **610.5 IN SCHOOL SUSPENSION**

Students are required to work at their own assigned desks. All desks should be numbered and every student given an assigned seat number. Students ARE NOT ALLOWED to engage in any activity other than completing required assignments. It is important that every teacher assign a comprehensive amount of curricular-related work for the day (s) that your student(s) are assigned to in-school suspension. Assignments will be distributed to the student by way of the in-school suspension teachers and will be graded accordingly. If a student fails to complete the assigned work, A GRADE OF ZERO should be automatically placed in your roll book.

Lunch for ISS students will be Period 4 and must be eaten in the ISS room. Lunch must be brought from home or may be purchased in the school cafeteria. Lunch should not be ordered outside nor should it be purchased from outside by a friend.

### 610.7 LOCKERS

Lockers, desks and other such storage spaces remain the exclusive property of the school. In August, students in grades 7-9 will be assigned a locker with a school lock. Students in grades 10, 11 and 12 must request a locker from the high school main office. If for some reason the lock is misplaced the student will be charged a fee of \$4.00 to replace it. At the end of the year, the student will be required to tag the lock with his/her name, grade and combination. Students will be charged a lock fee if this is not done. Students do not have exclusivity over the locker; and, therefore, should have no expectation of privacy on the part of school authorities.

### 610.8 LUNCH PROCEDURES

Release time during the lunch period is a privilege granted students at Carle Place High School, with the understanding that there will be no loitering or invasion of property rights in the community. Any student leaving the school grounds during the school day that loiters or defaces private property may lose their privilege and may be subject to suspension. In addition, if a student drives inappropriately during their lunch period, then the privilege to drive to school and go out for lunch may be revoked.

Middle School – Middle School students are **NOT** allowed to leave the school building during lunch, except in the case where a parent picks up the student or a sibling, 18 years of age or older, picks up the student with parental permission. Students should report to the cafeteria for their assigned lunch period. They can receive passes to the library, computer room and to extra help depending on availability.

High School – (Grade 9) - As a transition from middle school to high school, ninth grade students must receive parental consent in writing (see attached form) in order to leave school premises for lunch. Permission sheets should be returned to the assistant principal's office. No ninth grade student will be allowed to leave the school premises during his/her lunch period, until permission is granted.

Any student who leaves the school building during their lunch period and does not have their parent's permission on file will be viewed as cutting and leaving school without permission. Both of these offenses would lead to multiple days of morning detention and/or in-school suspension.

High School – (Grades 10-12) - Students may eat lunch in the school cafeteria or may leave the building for lunch. Lunch may be brought to school from home or purchased in the cafeteria. Upon returning to school, students must remain in the lobby of the high school until their next class begins or return to the South Cafeteria. Students are not permitted to congregate across the street from the school, in front of anyone's home, nor on the front porch of the high school.

If a parent requests that the student remain in the school building for lunch, every effort will be made to monitor and enforce the request. The parent and student must sign the document below stating that the student will comply with the decision to remain in school during the lunch period. The student will report to

the hall duty teacher stationed outside the South Cafeteria at the beginning of the period. If a student leaves the school building at any time during the lunch period, the student will face disciplinary action.



# CARLE PLACE HIGH SCHOOL

## GRADE 9 – OFF CAMPUS LUNCH PRIVILEGE

Student's Name: \_\_\_\_\_  
(Please Print)

Lunch Period:        4           5           6           7     
(Please Circle)

**TO BE COMPLETED BY PARENT/GUARDIAN:**

{ } I give permission for my daughter/son to leave the school building during their lunch period only. Students who are late to school, late/cut class, do not return to school on time from lunch, exhibit inappropriate behavior or do not abide by all school rules will risk having this privilege rescinded. I understand that due to unforeseen circumstances or for safety reasons, this privilege may be cancelled at any time. I also understand that all school rules will be strictly enforced.

{ } I do NOT give permission for my daughter/son to leave the school building during their lunch period.

Name of Parent/Guardian: \_\_\_\_\_  
(Please Print)

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Home Phone Number of Parent/Guardian: \_\_\_\_\_

Cell Phone Number of Parent/Guardian: \_\_\_\_\_

Work/Emergency Phone Number: \_\_\_\_\_

Any student who leaves the school building during their lunch period and does not have their parent's permission on file will be viewed as cutting and leaving school without permission. Both of these offenses would lead to multiple days of morning detention and/or in-school suspension.

<p><b>No student in Grade 9 will be permitted to leave the school premises during their lunch period unless this form has been completed and returned to: Mr. Allen Foraker, Assistant Principal—Phone:(516) 622-6427; Fax:(516) 622-6515</b></p>
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#### 610.9 PARTIES

In accordance with good education practice and based on the assumption that class time is valuable, parties ARE NOT PERMITTED during the instructional day without permission of the building administration.

All parties held after school must be under the direct supervision of a professional staff member who is responsible for filing out a building use form and notifying his/her chairperson, custodian and administration.

#### 610.10 PASSES

Teachers should issue official passes to all students leaving their jurisdiction. No student should be permitted to leave the classroom, cafeteria, library, or any other work area without being issued an official pass. No more than one student should be permitted to leave the classroom at a time. Teacher discretion should be used in issuing passes. In addition, teachers who are responsible for detaining students from their next class should provide the students with a late pass.

#### 610.11 CARE OF SCHOOL PROPERTY BY STUDENTS

Teachers are required to exercise reasonable supervision over the care of furniture, books, calculators, and equipment. Any damage should be reported to the Building Assistant Principal and/or Athletic Director at once.

Students found stealing or vandalizing school property shall be responsible for any malicious or destructive acts they commit. The Board of Education may file criminal charges with the appropriate authorities. The Board may also sue parents or legal guardians of a student between the ages of 10 and 18 years old for property damage done willfully, maliciously or unlawfully.

#### 610.12 STUDENT AND/OR PARENTAL CONCERNS

Student and/or parental concerns regarding classroom/school activities or school personnel shall be dealt with as quickly and effectively as possible to prevent the escalation of the concern. The following steps are to be taken to deal with all student and/or parental concerns.

- A. The student and/or parent should make an appointment and speak directly to the teacher, administrator or staff member involved. It is our hope that most problems will be resolved to the mutual satisfaction of all parties.
- B. If there is no satisfactory conclusion reached between the parties, or in those cases where a student and/or parent feels unable to speak directly to the staff member, the student and/or parent should make an appointment and speak with the immediate supervisor of that staff member or the child's guidance counselor.

That supervisor may arrange to meet with the staff member and student and/or parent and will make every effort to resolve the difficulty and achieve mutual understanding. The staff member will be informed of any such meeting in sufficient time to prepare for dealing with the questions in the particular case.

- C. In those cases where the immediate supervisor is unable to resolve the problem, the student and/or parent may speak directly to the assistant principal, or if necessary, the principal who will make every effort to resolve the difficulty.
- D. Should the difficulty remain unresolved, the student and/or parent may speak directly with the Assistant Superintendent or, if necessary with the Superintendent of Schools, who will meet with the various parties to try to address the situation.

#### 610.13 STUDENT SMOKING

Smoking is not permitted in the school building nor on the school grounds. This includes vaping, e-cigarettes, or any other mode of inhaling nicotine. Students found smoking will be placed on in-school suspension for the first offense and out-of-school suspension for the succeeding offense. Additional offenses will result in being suspended out-of-school for multiple days and/or a Superintendent's Hearing.

#### 610.14 STUDY HALL

Teachers must fill out a seating chart for each study hall under their supervision. A record of all students excused for any reason must be kept. Study halls should be used by students to complete school work and not as a recreation period. At the end of the study hall period, the room should be left in proper condition.

Passes issued from the high school main office for study halls to go to the library should be done at the beginning of the period. Students must remain in the library for the entire period. Accurate attendance must be taken and a record of students going to the library must be kept.

#### 610.15 TESTING

- A. In order to avoid overburdening students with multiple tests on a single day, and to ensure maximum student performance, middle school teachers will coordinate their testing schedule via a calendar and through team meetings. Please remember that a quiz may be administered at any time and does not fall under our testing policy guidelines.

- B. HIGH SCHOOL

There is not a formal testing schedule at the high school. However, it is our expectation that no more than two major tests be given on a single day. Once again, quizzes may be administered at any time. Communication among teachers through grade-level meetings, distribution lists, and/or the use of the Outlook calendar will be vital in limiting the number of tests given on one day.

Please be aware that there may be times when more than two tests may need to be administered on a single day. Accommodations may need to be made due to holidays, assemblies, field trips, teacher absence, and other related activities.

610.16 TEXTBOOKS/WORKBOOKS/CALCULATORS/LANYARDS/I.D. CARDS/PLANNERS  
- STUDENT RESPONSIBILITY

Each pupil will be assigned textbooks that are number stamped (workbooks are not number-stamped). Until the teacher collects them, the student is responsible for the care and protection of the book with his/her assigned, stamped number. No other book may be returned by the pupil as a substitute for the assigned book.

Students requesting an additional set of textbooks are required to provide a note from a physician indicating the reason for the second set of books. In the case of a classified student, the need for an additional set of textbooks must be indicated on the student's IEP.

If a textbook is lost, stolen or rendered unusable, he/she will be charged the price designated on the departmental book inventory list. If the book is damaged / vandalized beyond normal wear and tear, the pupil will be charged an appropriate book fine or the full price of the textbook.

If a workbook is lost, stolen or rendered unusable after being assigned to the student, he/she will be charged the full price of the workbook and a new one will be issued if and when it is available.

For every item given to a student, the student must complete a Book and Equipment Receipt in full. It must contain the description of the item, number, value for replacement, and condition at time of issue. The student and teacher should both sign this receipt as a contract to make restitution if the book is not returned or damaged.

<b>CARLE PLACE SCHOOLS - BOOK AND EQUIPMENT RECEIPT</b>			
Name: _____		Grade: _____	
(Please Print)	Last	First	MI
Subject/Activity/Sport _____		Period: _____	
Title/Item: _____		Number: _____	
Date of Issue: _____		Condition: New Excellent Good Fair Poor	
Date Returned: _____		Condition: New Excellent Good Fair Poor	
Replacement Cost: _____		Amount of Fine: _____	
Signatures: _____		_____	
(Teacher/Advisor/Coach)		(Student)	

SCHEDULES FOR LOST AND DAMAGED BOOKS

Based on an average textbook life of 5 years, students who lose a textbook will be charged:

Percentage  
Based on original, not  
Replacement, cost of text  
 100%  
 50%

Age of Text  
 less than 3 years  
 more than 3 years, less than 5

25%

more than 5 years

Students who damage textbooks that are deemed still useable will be charged 20%.

### CALCULATORS

For middle school students, calculators will be assigned in a similar manner as textbooks. Scientific Calculators will be given to all 7<sup>th</sup> grade students and must be returned at the end of their 7<sup>th</sup> grade accelerated class or 8<sup>th</sup> grade math class. If a calculator is lost, stolen, or damaged, it is the responsibility of the students to purchase a new calculator.

For 8<sup>th</sup> grade accelerated students and all high school students enrolled in a Math course, an online graphing calculator subscription will be assigned via Chromebook.

### STUDENT LANYARDS/I.D. CARDS

New I. D. card photos are scheduled to be taken every fall. Each student will receive a new I.D. card each school year.

**ALL** students are required to wear a school issued green lanyard with their school ID to ENTER the building on a daily basis. Additionally, students must wear and keep their lanyards/ID visible throughout the school day. For high school students, if they leave the building for their lunch period, they will be required to show their lanyard/ID to re-enter the building. Replacement cost for the lanyard/ID is \$6.00.

### PLANNERS

Middle School planners are distributed to each student at the beginning of every school year. If lost, the student may purchase another planner from the middle school assistant principal for a fee of \$3.00.

High School planners are optional. If the student wishes to purchase a school planner, they should contact the assistant principal.

## 610.17 STUDENT PARKING

1. Only seniors with senior driving licenses will be permitted to drive to school and park on school property.
2. All seniors must have taken the Driving in the Safe Lane Program in order to apply for a parking sticker.
3. All students must receive prior permission from the administration in order to bring their automobiles onto school property. These forms can be obtained in the high school main office.
4. Any motorized vehicle brought onto school property must be registered with the school and conform to all legal regulations of New York State.
5. All students must park in the student parking lot located on the south side of the building. Due to limited space, there will be times when all seniors will not be able to park in the student lot. In this case, seniors must park off school grounds and in accordance with the Town of North Hempstead regulations.

6. Disciplinary action will be taken for students who drive in a dangerous manner who park their cars in the staff parking lot or in front of the school building. In addition, a student's right to drive to school may be revoked immediately.

#### 610.18 STUDENT DIRECTORY INFORMATION

##### **NOTIFICATION OF RIGHTS UNDER FERPA AND DESIGNATION OF DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within forty-five (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.
- 2) 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.
- 3) 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 unit 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/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. ***Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)***
- 4) 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

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Carle Place Union Free School District, with certain exceptions, obtain written consent of the parent/eligible student prior to the disclosure of personally identifiable information from the student's education records. Eligible student under FERPA is defined as a student eighteen (18) years of age or older or who is attending an institution of post-secondary education. However, the Carle Place Union Free School District may disclose appropriately designated "directory information" without written consent, unless the parent/eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Carle Place Union Free School District to include this type of information from the student's education records in certain school publications. Examples include:

- 1) A playbill, showing your student's role in a drama production;
- 2) The annual yearbook;
- 3) Honor roll or other recognition lists;
- 4) Graduation programs; and
- 5) 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 the parent/eligible student has advised the LEA that the student's information shall not be disclosed without parental written consent. Eligible student under ESEA and the National Defense Authorization Act is defined as a secondary student who is seventeen (17) years of age or older or in the eleventh grade (or its equivalent) or higher.

\*These laws are: Section 9528 of the ESEA (20 USC 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 USC 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

If you do not want the Carle Place Union Free 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 09 / 14 / 2023.

The Carle Place Union Free School District has designated the following information as directory information\*:

- 1) Student's name;
- 2) Participation in officially recognized activities and sports;
- 3) Address;
- 4) Telephone listing;

- 5) Weight and height of members of athletic teams;
- 6) Electronic mail address;
- 7) Photograph;
- 8) Degrees, honors, and awards received;
- 9) Date and place of birth;
- 10) Major field of study;
- 11) Dates of attendance;
- 12) Grade level;
- 13) The most recent educational agency or institution attended.

If a parent/eligible student opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to the student's name, address, or telephone listing applies to requests from Military Recruiters as well. For example, if the opt-out states that telephone numbers will not be disclosed to the public, the District may not disclose telephone numbers to Military Recruiters.

#### 610.19 HARASSMENT/BULLYING/HAZING

We are committed to providing all students and staff with a safe school environment in which all members of the school community are treated with respect. Accordingly, students have the right to be free from any form of harassment, bullying, hazing or threat of harm. Students have the right and responsibility to report harassment, bullying, hazing or threat experiences, and to have the report processed by the appropriate staff member. Students found to be involved in these activities are subject to disciplinary consequences that may include warning, censure, suspension and/or face a superintendent's hearing, depending on the severity of the incident and/or frequency of offenses.

Harassment or bullying is conduct that interferes with or limits the ability of an individual to participate in or benefit from the district's programs or activities. The conduct can be, but is not limited to, oral, written, graphic, electronic or physical in nature. Bullying is any behavior that subjects a student to insult, taunts or challenges that are likely to intimidate or provoke a violent or disorderly response from a student being treated in this manner. Harassment categories include, but are not limited to, sexual, racial, religious, handicapping conditions or sexual orientation.

Hazing is defined as an intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

1. The act was committed in connection with an initiation into an affiliation with/or the maintenance of membership in any organization that is affiliated with the school;
2. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

Threats include any form of verbal or written statements or any other behavior that suggests that a person may do harm to another person or property.



## 611 **BUILDING EVACUATION PROCEDURES**

The evacuation of the building whether it is for a drill, fire, gas, bomb, etc. should follow the normal fire drill procedures. It may be necessary to modify the evacuation based on the situation. This will require students to evacuate the building through an alternative exit and/or report to a different evacuation point.

Follow the exit directions posted in each classroom. Pay strict attention to the **attached** room evacuation lists, exit routes and final evacuation points. Once outside the building, should it be necessary to move the students further away from the building or to a primary or alternate evacuation site, instructions will be given by the building administration.

### 611.1 **EVACUATION/FIRE DRILLS**

- I. **PURPOSE:** The purpose of an evacuation drill is to train students and staff to act promptly and correctly in case of an emergency. Absolute silence and immediate evacuation are mandatory.
- II. **BUILDING EVACUATION PROCEDURES:**
  1. Teacher in charge is responsible for orderly conduct and instructions to students.
  2. Teachers in charge of classroom groups are responsible to bring their roll books with them so that attendance can be taken.
  3. All doors and windows are to be locked and lights turned off.
  4. Teachers and students are to consult the schematic drawing for exits and routes from their respective rooms.

**NOTE: If an emergency exit is blocked or if the fire/emergency is in the area of the evacuation route, you must proceed to the next available and safe emergency exit. If possible, the PA system will be used to inform students and staff of blocked or dangerous emergency exits and provide directions to an alternate emergency exit and route.**

5. Students are to report to outer sidewalks, away from roadways and buildings. The class should be re-assembled, attendance taken, and should remain intact as a group until the conclusion of the drill.
6. Lead your class to the furthest possible point according to the attached directions (EX. **Exit A2** – students will leave through the main lobby, cross the driveway and assemble on the **Front Lawn** near the district sign).
7. During the fire drills, no talking or inappropriate activity will be permitted. Disciplinary action will be taken in the event that this is not adhered to.
8. **No** students nor staff members are to remain in the building any time during the fire drill.
9. In the case of a gas leak or gas odor, staff is reminded **not** to pull the fire alarm, but instead inform the building administrator. The evacuation will take place by using the PA system.

10. The principal's secretary shall take the speedbag to the FRONT of the school building by the flagpole.
11. When officially notified over the outside speakers or signaled in by an administrator, you may return to your respective rooms in an orderly fashion.

**NOTE:** Once outside the building, should it be necessary to move the students further away from the building, instructions will be given by the building administrator.

- A. Should it be necessary, directions will be given by the building administrator to take the students to the west football bleachers.
- B. Should it be inclement weather, instructions will be given by the building administrator to report to the Cherry Lane School (middle school students) and the Rushmore Avenue School (high school students).

### **III. WHEN CLASSES ARE MOVING BETWEEN PERIODS**

- C. Teachers should take charge of groups on their floors and staircases.
- D. Students going down stairways should continue down and evacuate the building through the first available exit (**Exit A3** or **A4**).
- E. Students going up stairways should immediately reverse direction and go down the stairway and evacuate the building through the first available exit (**Exit A3** or **A4**).
- F. Students in the halls should take the nearest exit available.
- G. Students in the classrooms should use the exit designated on the chart in the room.

### **IV. CAFETERIA DISMISSALS**

At the fire drill signal, students should cease talking and eating, and immediately exit the Middle school cafeteria (**Exit A1**) and the south cafeteria (**Exit C4**).

If students are out for lunch during a fire drill or alarm, students should report to the nearest teacher that they encounter and remain with that teacher until the drill/emergency is over.

In the case of a lockdown drill, students should report to the Cherry Lane School (designated rally area).

### **V. HANDICAPPED STUDENTS**

The normal procedure in a fire drill is for the teacher to lead his class out of the building. However, if you have a student in class who is handicapped, you are to keep that student close to you so that you may be of assistance to the student.

After exiting the building, place the student into the care of a teacher who does not have class and continue to supervise your own class.

If an alarm is pulled for any reason, an assigned employee will be immediately dispatched to determine if there are any handicapped students or staff on the second floor. All handicapped students or staff will then report to room 207, which will be designated as the refuge room. The assigned employee will contact the principal or his designee with the information on how many students and staff are being housed in room 207, along with their names.

The principal or his designee will update the assigned staff member on the status of the emergency and determine if it was a fire drill or fire alarm. Communication will remain open until a decision is made on whether it is necessary to evacuate the disabled students and staff from the building.

**VI. ROLL BOOKS**

All teachers are required to take their roll books or other form of accurate attendance with them during a fire drill.

**VII. PARTICIPATION**

Everyone in the building must participate in the fire drill; there are no exceptions for any members of the staff or the student body. Teachers in the building who are not on duty must participate in the drill and assist in the area where they are currently located.

**VIII. RESPONSIBILITIES OF HALL DUTY TEACHERS AND THE GUIDANCE DEPARTMENT DURING FIRE DRILLS**

During a fire drill, teachers assigned to hall duty are to assume the following responsibility.

<u>AREA</u>	<u>RESPONSIBILITY</u>
Guidance	Check bathrooms across from guidance office – supervise classroom evacuation through <b>Exits A2 and A3</b>
100	Check bathrooms across from superintendent’s office-supervise classroom evacuation through <b>Exit D1</b>
129	Check bathrooms across from room 143 – supervise classroom evacuation through <b>Exit C7</b>
154	Supervise classroom evacuation through <b>Exit C18</b>
ISS (Library)	Proceed with students from ISS and Library to <b>Exit B1</b>

<u>AREA</u>	<u>RESPONSIBILITY</u>
Middle School Cafeteria	If it is a lunch period, assist in having students exit the middle school cafeteria through <b>Exit A1</b> . If it is not a lunch period,

supervise classroom evacuation through  
**Exit A1.**

High School Cafeteria      Proceed with students from lunch through **Exit C4**. Make sure the faculty parking lot is clear of students.

**IX. RESPONSIBILITIES OF SUPERVISORS DURING FIRE DRILLS**

If you are not teaching at the time of a fire drill, proceed to the following areas and supervise the evacuation of that area. When an all-clear signal is given, apprise students and teachers that it is safe to return to class.

**NOTE:** In the case of a fire, after all students have vacated, evacuate the building and position yourself so that you can prevent someone from entering the building.

Mr. San Filippo	Boys' Gym Area	(exits C11-C17)
Mr. Santoro	Room 152	(exit C18)
Mr. DeBlasio	Second Floor	(exits A3-A4)
Mrs. Rubenstein	Room 129/Girls' Gym Area	(exits C7-C10)
Dr. Grieco	Room 108	(exit A4 )
Ms. Pullan	Main Lobby	(exits A2-A3 )
Mr. Limone	Library Corridor	(exit B1)
Mr. Baratta	Middle School	(exit A1)
Mr. Foraker	HS Cafeteria	(exits C4 & C3)

**X. RESPONSIBILITIES OF CUSTODIANS / MAINTAINENCE/ GROUNDSMEN DURING FIRE DRILLS**

Wayne White	Main Lobby	(exit A2 & C5-C6)
Jess Napolitano	152	(exit C18)
Vincenzo Collandrea	129	(exit C7)
Sean Glennon	Second Floor	(Handicapped Students, exit A3)
TBD	Second Floor	(Handicapped Students, exit A4)
Groundsmen	Block off entrance and exit to front of driveway and student parking lot	

**XI. RESPONSIBILITIES OF ADMINISTRATORS, TEACHERS, COACHES,CUSDODIANS BEFORE OR AFTER SCHOOL HOURS**

It is imperative that the Building Evacuation Procedures previously written are enforced by all staff, students, and community members.

It is the responsibility of all administrators present, the supervisor of the activity (teacher, coach, community member), the head

custodian/assistant head custodian, and all other custodians to ensure that all occupants of the building evacuate in a safe and orderly manner. The Director of Buildings and Grounds will provide a chain of command for the evening custodial staff.

#### 611.2 BUILDING LOCKOUT PROCEDURES

In the case there is a need to institute a **BUILDING LOCKOUT** due to an immediate emergency outside the building, the following procedures must be implemented:

- A. Staff and students will be informed that they must remain in their classrooms until further notice.
- B. Any students in the hallway or bathrooms should return immediately to their classroom. Teachers must, once again, take attendance.
- C. The bell system must be turned off; all available teaching staff and, if necessary, all available staff members, will immediately report to the main office. Teachers will then be assigned supervision responsibilities throughout the building.
- D. A brief description of the immediate emergency will be given.
- E. In a lockout, a custodian (s) must check that all exterior doors and windows are locked. The handicap entrance near room 95 must be deactivated, the delivery entrance locked and the main lobby doors locked.
- F. Staff members assigned to any of the eighteen exits must remain on duty until relieved. Teachers must be in possession of their roll books.
- G. A decision would need to be made whether or not classes would remain in session. All class changes would be made over the P.A. All classroom doors must be locked, all windows locked and **blinds open**. If we decide to stop class instruction, we may require all students to move away from all doors and windows and remain in the class in silence or we may decide to move to our interim shelter sites (auditorium, boys' and girls' gymnasiums). No students will be allowed out of the class. If there is an emergency, please contact the main office or any staff member who will be supervising that particular area of the building.
- H. The driveway would need to be barricaded to prevent vehicles from entering the front driveway or in having access to the staff parking lot and the back of the school building.
- I. The staff must remain in the building, at all times, during any emergency.
- J. The student parking lot must be locked prior to the start of the lunch periods. If students are out for lunch and we decide to perform a building lockout, returning students will be required to report to the Cherry Lane School (designated rally area). In addition, we will make every effort to contact the parents of students who have exited the building for lunch.
- K. Students on field trips may return to the school building based on the severity of the situation. If it is deemed unsafe to return to school, the bus driver and teacher chaperones will be notified to transport the students to another school building or location based on the current circumstances.

- L. In the event of a lockout, we will not allow parents to pick up their children. No one is permitted to enter the building in the event of a lockout.
- M. Sheltering within our school building has been predetermined to be the auditorium and boys' and/or girls' gymnasiums.
- N. Cell phones should not be used at any time unless the teacher in charge feels that it is vital to the safety of the group.
- O. Staff and students will be updated on the status of the emergency, if possible.

### 611.3 BUILDING LOCKDOWN PROCEDURES

In the case there is a need to **LOCKDOWN THE BUILDING** due to an immediate emergency within the building, the following procedures must be implemented:

- A. Staff and students will be informed that they must remain in their classroom until further notice and any students in the hallway or bathrooms must proceed to the first available classroom or office which is securable and where supervision is present.
- B. Staff members in the hallway should summon any student to safety, check any bathroom in their vicinity and immediately proceed to a classroom or office that is securable.
- C. The bell system must be turned off.
- D. A brief description of the immediate emergency will be given, if possible.
- E. Teachers must take attendance while in the classroom and, once again, if there classes need to be moved to a safer and more secure location.
- F. Staff members should check on any classroom in their area where a substitute is in charge. It may be necessary to bring that class into your own classroom.
- G. Doors should be locked, windows closed and **blinds open**, windows on the doors should be covered, lights turned off, and all students should move as far away from the doors and windows as possible.
- H. Classes that are outside of the building should not re-enter the building. They should report to the nearest securable area away from the Middle School/High School. Remember that if you are out of the building, Cherry Lane School is our designated rally area. However, always proceed to the nearest securable location.
- I. Everyone should remain silent and calm. There should be "no talking".
- J. Cell phones should not be used at any time, unless the teacher present feels that it is vital to the safety of the group.
- K. Staff and students will be updated on the status of the emergency, if possible.
- L. Procedures should be in place to re-direct buses in the event of a lockdown.

**\*\*\*LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT\*\*\***

## 611.4 **EMERGENCY RESPONSE PROCEDURES FOR STUDENTS**

### **WHAT YOU NEED TO KNOW**

There is a system in place to handle emergencies:

- We have safety teams that practice exercises to be better prepared for an emergency situation.
- You will be informed of an emergency when it occurs.
- You may see your teacher taking unusual action, like suddenly locking the door, shutting the lights, contacting the main office.
- You may see law enforcement and rescue personnel.
- Your teacher may give you specific directions, such as stay calm, stay quiet, stay down, walk with your hands on your head, evacuate.
- ***It is critical that you follow directions and not challenge them or ask questions.***
- You will be updated when there is new information.
- If you are in the halls, the bathroom, or any other location in the building without an adult, go into the nearest occupied classroom.
- If you are outside of the building during a lockdown, go to the designated rally area or the nearest securable location.
- Students are not permitted to enter or leave the building until the situation has been resolved.
- Law enforcement personnel will take over command once they arrive; school staff will continue to work with law enforcement and rescue personnel.
- Parents will be informed about the incident.
- If you follow directions, you will be okay.

### **WHAT YOU NEED TO DO**

- Stay calm, stay quiet, stay down.
- Follow directions exactly as given by your teachers, other school staff and security personnel.
- Turn off your cell phones and other personal electronic equipment until you are told it is safe to use them. In some instances, a cell phone can trigger a disaster.
- Go to the nearest occupied classroom if you are in the building but not in your assigned class.
- Report to Cherry Lane School, which is the designated rally area, if you are out of the building when a lockdown occurs.

- Wait for information from your teacher instead of asking questions.
- ***You must follow directions given by your teacher without questioning or challenging them, whether or not you want to.***

***Examples:***

If you are asked to evacuate because of a bomb threat, you may be asked to take your belongings with you;

If you are in the hall, and a nearby teacher asks you to come into that classroom, listen to that teacher instead of returning to your scheduled class.

## **GLOSSARY**

**Chain of Command:** the designated order of the people in charge, ranked by the order of their responsibility in an emergency

**Evacuate:** to leave the building or school grounds due to an emergency on the premises

**Incident:** an emergency situation

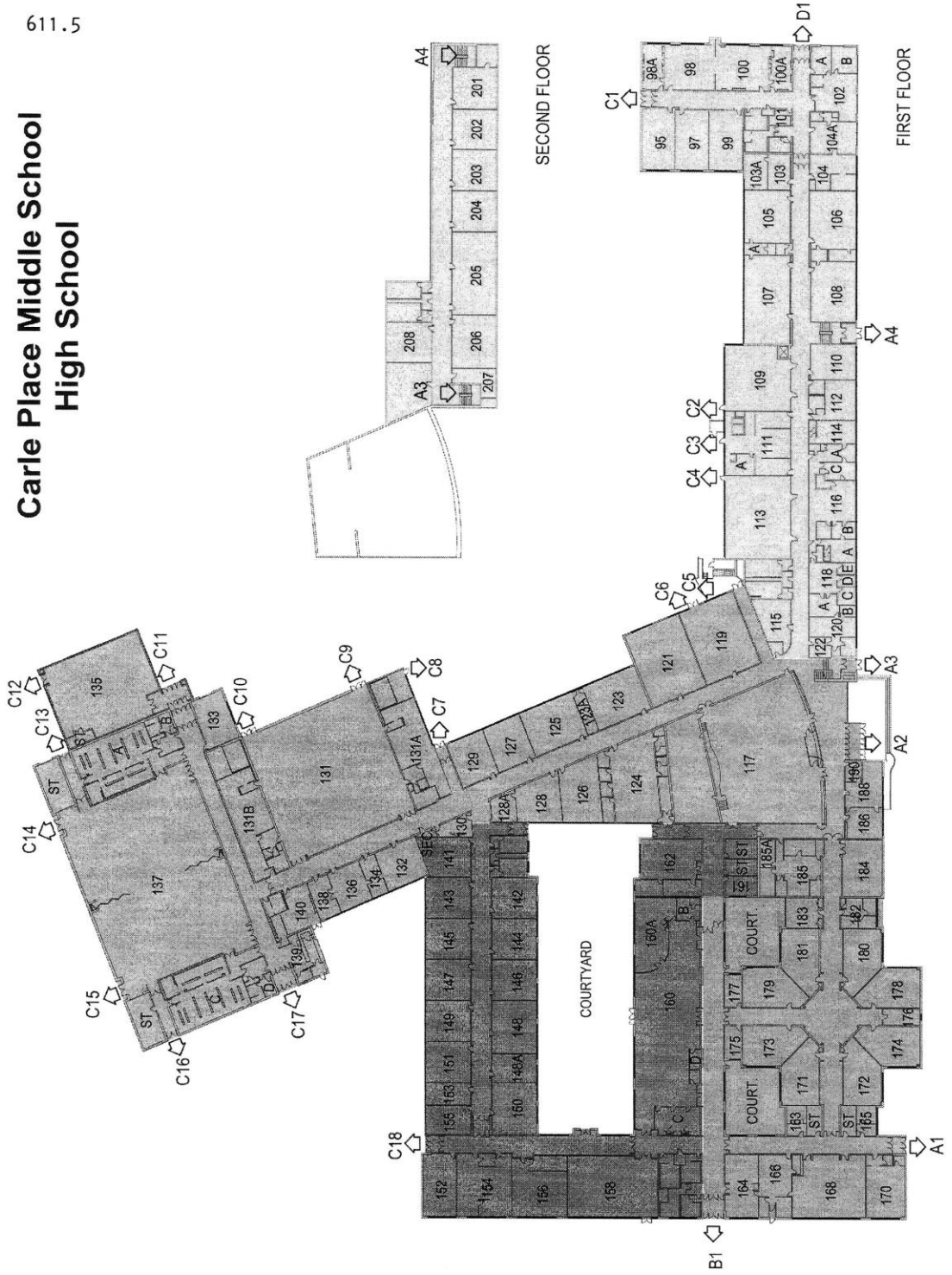
**Incident Commander:** the person in charge of the situation

**Lockdown:** locking of interior and/or exterior doors so that no one may enter or leave the classroom and/or building

**Rally area:** a designated place for students and staff to meet if they are outside the building when a lockdown occurs



# Carle Place Middle School High School



## **EMERGENCY EXITS – MS/HS**

A1	Middle School Entrance
A2	Main Lobby
A3	Boiler Room
A4	108/106
B1	Middle School Field
C1	95/98
C2	Barry Dennis Board Room (North Cafeteria)
C3	HS Kitchen
C4	HS South Cafeteria
C5	Employee Entrance/Exit
C6	Custodial Office
C7	HS Adjacent to Room 129
C8	Girls' Locker Room
C9	HS Girls' Gymnasium - NE
C10	HS Girls' Gymnasium -NW
C11	HS Multi-Purpose Room – Hall Wing
C12	Multi-Purpose Room
C13	HS Boys' Gymnasium Hallway
C14	HS Boys' Gymnasium Hallway (North)
C15	HS Boys' Gymnasium (South)
C16	HS Boys' Gymnasium Hallway
C17	Snack Shack
C18	MS Rear Bus Driveway
D1	Central Administration/Business Office

**611.6            EMERGENCY EXITS – EVACUATION POINTS MS/HS**

**Exit A2.**        Students will exit through the main lobby, cross the driveway and assemble on the Front Lawn near the district sign.

**Exit A3.**        Students will exit through the doors near the boiler room (directly under the south staircase), cross the driveway and assemble on the Front Lawn near the district sign.

**Exit A4.**        Students will exit through the doors near rooms 106/108 (directly under north staircase), cross the driveway and assemble on the Front Lawn near the LILCO station.

**Exit D1.**        Students will exit through the doors near the district office (near room 100), cross the driveway and assemble on the North Lawn.

**Exit C1.**        Students will exit through the doors near rooms 95/98, cross the staff parking lot, walk through the gate at the north end of the parking lot which enters onto the Field Hockey Field.

**Exits**

**C2 - C5.**        Students will exit through the doors of the North Cafeteria, South Cafeteria, Custodial Office, and Staff Exit, cross the staff parking lot; walk through the gate at the south end of the parking lot which enters onto the Field Hockey Field.

**Exit C7.**        Students will exit through the doors near room 129 and proceed to the Field Hockey Field.

**Exits**

**C8 - C10.**       Students will exit the Girls' Gym/Locker Room and proceed to the Field Hockey Field.

**Exit C11.**       Students will exit the weight room and exit through the north doors of the Boys' Gym corridor and proceed to the Field Hockey Field.

**Exit C12.**       Students will exit through the rear door of the multi-purpose room and proceed to the Football Field.

**Exit C13.**       Students will exit the middle school boys' locker rooms and proceed to the Football Field.

**Exits**

**C14 - C15.**      Students will exit the Boys' Gym and proceed onto the Football Field.

**Exits**

**C16 - C17.**      Students will exit the high school boys' locker room and proceed to the Football Field.

**Exit C18.**       Student will exit the doors near rooms 152, 153, 155, cross the cement path and go through the gate leading to the Lacrosse Field.

**Exit B1.**        Students will exit the doors leading from the library corridor, walk through the middle gate which leads onto the Lacrosse Field.

**Exit A1.**        Students will exit the Middle School entrance doors, cross the driveway and assemble on the Front Lawn.

# **CARLE PLACE UNION FREE SCHOOL DISTRICT**

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Mr. Neal McLaughlin, Vice President

Mr. Joseph LoCurto, Trustee

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Mrs. Eileen Fredericks  
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Ms. Joanna DeMartino, CPA  
Assistant Superintendent for Business

Dr. Philip Molnar  
Assistant Superintendent  
For Special Education and Pupil Personnel Services

Ms. Jennifer Bambino  
Executive Director of Instructional Technology

## **BUILDING ADMINISTRATION**

Mr. Thomas DePaola, Principal, Middle School/High School

Mr. Gerald Baratta Jr., Assistant Principal

Mr. Allen Foraker, Assistant Principal