

CARLE PLACE MIDDLE SCHOOL/HIGH SCHOOL

Carle Place, New York 11514

TEACHER MANUAL

2021-2022

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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

ATTENDANCE OFFICE

Yamiry Perea	Attendance Clerk	622-6414/17
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BUILDINGS & GROUNDS

John Hendricken	Director of Facilities	622-6425
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CAFETERIA

Nancy Cara	Food Services Director	622-6485
	HS/MS Cafeteria/Kitchen	622-6492/71

CHAIRPERSONS/DIRECTORS

Ty Scarlett	Director of Athletics/Physical Ed/Health/ Family & Consumer Sciences	622-6465
Anthony DeBlasio	Director of Guidance	622-6578
James Fisher	Chairperson of English/ENL/Literacy Support	622-6404
Daniel Como	Chairperson of Special Education	622-6517
Laura Snell	Director of Science, Technology, Engineering, & Math (STEM) / Business	622-6446
Michael Limone	Chairperson of Fine & Performing Arts	622-6458
Leslie Rubenstein	Chairperson of Social Studies & World Languages	622-6408

CUSTODIAL OFFICE

Vinny Oppido	Head Custodian	622-6491
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GUIDANCE COUNSELORS

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

Lorayne Feit	MS/HS Librarian	622-6486
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NURSE'S OFFICE

Margaret McGovern	MS/HS Nurse	622-6496
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PSYCHOLOGIST

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

DAILY CLASS TIME SCHEDULE

Pd.	REGULAR M,F	Pd.	EXTRA HELP T,W,TH	Pd.	PEP-RALLY	Pd.	EARLY RELEASE
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	xxxxx		2:33 – 2:57 Extra Help		2:09 – 2:57 Pep Rally		1:30 – 4:15 Staff Development

*HR = Homeroom – Announcements, Pledge of Allegiance, etc.

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.)

GUIDANCE DEPARTMENT CALENDAR 2021/2022

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

Friday	July 30	Registration deadline for August SAT
Friday	August 6	Registration deadline for September ACT Exam
Saturday	August 28	SAT exam – 8:00 am
Friday	September 3	Registration deadline for October SAT
Thursday	September 9	First Day of School
Saturday	September 11	ACT exam – 8:00 am
Sunday	September 12	NACAC Virtual College Fair 1:00pm – 6:00pm
Friday	September 17	Registration deadline for October ACT Exam
Tuesday	September 21	NCA – Fall College Expo
Thursday	September 23	CPHS College Mini-Fair
Tuesday	September 28	NACAC Virtual College Fair 4:00pm-8:00pm
Wednesday	September 29	12 th Grade Parent College Application Mtg - 7:00 p.m.
Thursday	September 30	CPHS College Mini-Fair
Saturday	October 2	SAT exam – 8:00 am
Wednesday	October 6	Financial Aid Night – HS Conference Room – 7:00 pm
Thursday	October 7	CPHS College Mini-Fair
Friday	October 8	Registration deadline for November SAT
Thursday	October 14	CPHS College Mini-Fair
Saturday	October 16	PSAT/NMSQT exam – 8:00 am – M.S. Quad
Wednesday	October 20	9 th Grade Parent Meeting – North Cafeteria – 7:00 pm
Saturday	October 23	ACT exam – 8:00 am
Sunday	October 24	NACAC Virtual College Fair - 1:00 – 6:00pm
Wednesday	October 27	10 th Grade Parent Meeting – North Cafeteria – 7:00
Thursday	November 4	Registration deadline for December SAT
Friday	November 5	Registration deadline for December ACT
Saturday	November 6	SAT Exam – 8:00 am
Friday	November 12	FIRST MARKING PERIOD ENDS
Sunday	November 14	NACAC Virtual College Fair - 1:00 – 6:00pm
Wednesday	November 17	Grades/Comments Due on Schooltool – 3:00pm

Friday	November 19	Report Cards Available on Parent Portal
Saturday	December 4	SAT exam – 8:00 am
Saturday	December 11	ACT exam – 8:00 am
Friday	January 7	Alumni Day
Friday	January 7	Registration deadline for February ACT
Friday	January 28	SECOND MARKING PERIOD ENDS
Monday	January 31	Second Semester Begins
Wednesday	February 2	Grades/Comments Due on Schooltool- 3:00pm
Wednesday	February 2	Grade 8–11 Parent Orientation Auditorium - 7:00 p.m.
Friday	February 4	Report Cards Available on Parent Portal
Wednesday	February 9	11 th Grade Parent College Planning Mtg. 7:00 p.m.
Friday	February 11	Registration deadline for March SAT
Saturday	February 12	ACT exam – 8:00 am
Friday	February 25	Registration deadline for April ACT
Saturday	March 12	SAT exam – 8:00 am
Friday	April 8	Registration deadline for May SAT
Friday	April 8	THIRD MARKING PERIOD ENDS
Wednesday	April 13	Grades/Comments Due on Schooltool – 3:00 pm
Friday	April 15	Report Cards Available on Parent Portal
Saturday	April 2	ACT exam – 8:00 am
Monday - Friday	May 2 May 13	ADVANCED PLACEMENT TESTING
Wednesday	May 4	6th Grade Parent Meeting Orientation to Middle School – 7:00 North Café
Thursday	May 5	Registration deadline for June SAT
Friday	May 6	Registration deadline for June ACT
Saturday	May 7	SAT exam – 8:00 am
Saturday	June 4	SAT exam – 8:00 am
Saturday	June 11	ACT exam – 8:00 am
Tuesday	June 14	FOURTH MARKING PERIOD ENDS
Wednesday- Thursday	June 15- June 23	FINAL EXAMINATIONS AND REGENTS

Friday	June 17	Registration deadline for July ACT
Thursday	June 23	Grade 8 Moving Up Day – 2:00pm
Friday	June 24	LAST DAY OF SCHOOL
Friday	June 24	HS GRADUATION – 6:30pm
Friday	June 24	Grades/Comments Due on Schooltool OR SOONER - As Soon As Possible After Tests
Tuesday	June 28	Report Cards Available on Parent Portal
Saturday	July 16	ACT exam – 8:00 am

602 ASSEMBLIES

The management of assembly programs will be the responsibility of the building administration and the Student Organization. An outline of the program must be turned in to the building principal or assistant principal by the program coordinator in charge at least two weeks prior to the date of the assembly. It is suggested that students be involved in the planning and preparation of all programs.

All students will attend assembly programs as scheduled. Students will report first to their regularly assigned rooms and then proceed with the class to the auditorium. Teachers must sit with their groups.

The program coordinator for the program on a particular day may provide any program suitable to the occasion. Special days may (and should) be observed; film may be used; a speaker may be brought in, a play presented, etc. Where special programs are necessary, the sponsor of the program shall arrange for that particular event with the building principal or the assistant principal.

It should be noted that the same guidelines would hold for all pep rallies.

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 students 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 students 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 this 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' Child Study Team;
 - f. Schedule an appointment with the district physician;
 - g. Home visit by District 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 Districts education 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 provision 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 a second time upon the student's 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, attendance shall be taken in accordance with paragraph "a" above.
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 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 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 implementation 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 absence, shall receive written notification of their student's risk retention or significant grade reduction due to lack of participation. Such notice shall set forth the student's name, grade, number of absence/tardiness/early departures from/to class, name of class and teacher's name; provide a means by which the 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 reduced to 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 relations 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 students, in an age-appropriate manner, who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support service/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 members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate Intervention strategies that best meet the needs of the student.

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 or 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 staff in reviewing attendance records at the end of each term. This review is conducted to identify individual 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 Barry Tech. Vocational Program, Westbury &/or BOCES LIHSA, Arts Program, Syosset ABSENCES

Students who attend BOCES Barry Tech., Vocational Program, Westbury &/or BOCES LIHSA, Arts Program, Syosset, 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., Vocational Program, &/or BOCES LIHSA, Arts Program. Therefore, the following truancy guidelines are to be followed by our students attending BOCES Barry Tech., Vocational Program, Westbury &/or BOCES LIHSA, Arts Program, Syosset.

1. Students who are known to be illegally absent from BOCES Barry Tech., Vocational Program &/or BOCES LIHSA, Arts Program, will be subject to withdrawal from such programs.
2. Students who are absent from BOCES Barry Tech., Vocational Program, &/or BOCES LIHSA, Arts Program, but are found in the school building will be deemed to be truant from BOCES Barry Tech., Vocational Program, &/or BOCES LIHSA, Arts Program. 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 ninth period of the school day.

B. Late Arrivals – Period 1

1. If a student arrives at 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 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. In order to leave school early, due to illness, a parent must come into the attendance or nurse's office and sign their child 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 present to sign them out at the attendance office at the immediate time of leaving the building.
 - 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 / AUDIOVISUAL

604.1 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 should 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 library-Teacher 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); CDs overnight. If you have overdue materials, you cannot check out anything new.

F. Printing

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

G. Photocopying

The photocopier is for library materials only. Students are NOT allowed to use the photocopier for personal use. For any other copying needs, students must have a pass from their teacher indicating the number of copies needed.

H. Library Passes and Passports

All students must present their pass or school-issued passport to the library staff and sign the log when entering the library. Scheduled classes always have preference. The library staff will send students back to classrooms or study halls if students on a pass cannot be accommodated or if their conduct is inappropriate.

1. Subject Areas – A limited number of students may come to the library on a pass signed by their subject area teacher. Each student must have an assignment that takes up a whole period. Substitute teachers are not to send students to the library without the prior approval of department chairpersons and librarian.

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

604.2 AUDIOVISUAL

The staff and physical facilities of the audiovisual office provide the following for teachers:

- A. Equipment –video equipment, projectors, recorders and public address systems. Although some items may be available on a long-term basis, most are checked out on a daily basis and must be returned at the end of the school day.
- B. Film/Videotape Rentals-catalogs and order forms are on hand for renting films and videotapes from BOCES BARRY TECH., VOCATIONAL PROGRAM, WESTBURY AND/OR BOCES LIHSA, ARTS PROGRAM, SYOSSET.

DUPLICATION

The following printing and copying services are now available:

- B/W single or multiple page copying
- B/W duplex (double sided) single or multiple page printing
- Full B/W or with Color Cover booklet Printing (approval needed)
- Full B/W or with Color Cover Newsletter Printing (approval needed)
- Full B/W or with Color Cover Brochure Printing (approval needed)
- B/W or one color Postcard, Letterhead and Envelope Printing

TYPES OF PAPER OR OTHER MEDIA AVAILABLE

- White standard 20 lb. stock
- White 90 lb. card stock
- Color standard 20 lb. stock
- Color 90 lb. card stock
- Transparencies (ONLY special brands and types made for our machines can be used – see AV Operator for specific details)
- Glossy paper for special approved projects and covers
- Other types of thick paper such as index cards, construction paper can be used but only for multiple copies of single page documents such as for cut outs, flash cards, or other game board type projects.

OTHER SERVICES AVAILABLE

- Collating
- Stapling – standard top, corner or side (100 page limit)
- Stapling – special 2 staple booklet format
- Digital delivery for administrative projects
- Special types of folding/finishing
- Color page interposing in newsletter and brochures (limit 2-3 pages)
- Three hole punching

Central Duplication Guidelines

Number of Copies

The AV/Central Duplication Office will no longer be limiting jobs based on number of copies, however, keep in mind the turn around time needed for any job as listed below.

Condition of Originals

Paste-ups and pages ripped from books, magazines or newspapers will not be accepted. Please photocopy and make new originals before submitting.

Turn Around Time

The time needed to complete a regular classroom request is now 2-5 days and all special requests at least 5-7 working days, depending on the size of the job. The Copy Center can no longer accommodate walk in requests. Please use your designated building copier for emergency copying jobs.

Stapling

The new copier can only staple 100 pages together in a packet. Any orders for packets over 100 pages will be returned to the requesting person unstapled. We are ordering heavy-duty staplers that you can sign out for a day or more to staple your order.

Special Paper

There will no longer be any specialty paper available for copies. This includes neon colors (for example Hot Pink, Fuchsia or Lime) or the Holiday colors for Red and Green. However, parchment will be available for certificates and special award ceremony booklets. The standard pastel colors are still available such as yellow, pink, green, blue, orchid, and salmon. Specialty paper requests are subject to availability and must be approved by your building principal and the Director of Technology.

Card Stock

Card stock is available and can be used for booklet covers or for straight runs. The new Rizzograph machine in Central Duplicating is also now available to do large card stock jobs.

Transparencies

Transparencies can be run off on the copiers in the A/V office or in the other copiers available for general use. However, please do not submit large quantities of overhead requests at one time.

Booklets – Large or Small

Booklets must be submitted with ample time to allow for completion. Originals must be submitted on 8 ½ “ by 11” portrait size pages. They can be formatted into large or small saddled stitched booklets. This also pertains to the HS Play/Musical booklets as well as the various awards and moving up ceremonies a concert programs for all schools.

Color Printing

We have the capability to make color prints. This is for special projects only and must be approved by your building principal and the Director of Technology.

Copyright Materials

We continue to abide by district copyright policies and guidelines on all copying machines. A copy of the copyright laws will be posted in the AV Office.

COLOR PAPER AVAILABLE

At this time the current color paper and card stock stored in our buildings, will be used first due to space limitation and environmental conditions that can limit the shelf life of opened reams of paper. We ask that you check first with Central Duplicating as to the availability of certain colors.

Specialty paper such as bright or dark colors will no longer be available or be ordered unless approved by the Business Office and the Office of Technology.

Only a limited choice of colors will be restocked in both standard and card stock.

The following pastel colors are offered as standard colors:

Yellow Blue Pink Orchid Green Salmon

Parchment stock will be available for certificated and award ceremony booklets.

Please note:

- Requests at the MS/HS for white or color paper MUST be made in writing. NO paper will be supplied on a “walk-in” basis.
- Please use Paper Request form found in the Main Office or in the Copy Center and submit to custodian or to Copy Center.
- Paper will be delivered to offices or computer labs where it can be distributed.

We will make every effort to provide 24-hour service of normal duplication requests. Special orders (many originals, extremely long runs, etc.) may take longer.

NOTE: Please email (Maria Pasquarella) or bring all requests for duplication to the Audiovisual Office. If there is an immediate need for duplication, please use the copy machine in the teachers’ workroom. Please limit the use of the copy machine in the library media center. Please do not use the copy machine in the main office.

**Carle Place Union Free School District
Request for Copies**

From _____ Date _____

School _____ Grade or Department _____

Number of Copies Needed _____

If more than one page, will double-sided be O.K.? Yes No

Collated Yes No

Stapled Yes No

Booklet Format

Special Requests

Please check if any of the options below are needed:

Color Paper Card Stock Transparency

Other Requests _____

If your order needs any other special features, call or contact the AV Operator directly at x6477.

Principal Signature _____ (if required)

Director of Technology _____ (if required)

The above options are subject to availability of materials and time constraints of personnel.

Please check if your order contains confidential material. We will secure all test, exams and quizzes.

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 and subject area 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 an 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 property of the school.

Specific criteria for all awards (i.e. scholar athletes, 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 marking period to the next.
4. Has made an outstanding contribution to his/her class (i.e contribution 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); health (1); physical education (4)) will be given in music, health, and physical education.
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, P.E., health & family & 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 student’s average will not be rounded off for honor roll status.

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

Advanced Placement/College Level	= 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, and to encourage the development of character in students of the Carle Place Middle School/High School.

Membership Requirements:

1. 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.
2. A member must be in grade 8 or 9;
3. A member must attend the induction ceremony;
4. Eighth grade members must achieve a combined weighted average of 90% or higher (not rounded off) 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 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.
9. Members must participate in service activities.

10. Additional Criteria:

- a. A student must fill out a submission packet for induction. This packet requires a grade report and an essay.
- b. Student membership must be approved by the National Junior 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, review each student's progress report, report card comments and feedback from other faculty members.
- c. If the submission for induction is not approved, the student will be notified about the criterion/criteria which was/were 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 objective of this chapter shall be to create an enthusiasm for scholarship, to stimulate desire, to render service, to promote worthy leadership, and to encourage the development of character in students of the Carle Place High School.

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 at 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 11th graders, the entrance requirement is a final academic GPA of 90% or higher (not rounded off) based on your final academic GPA from grade 9, grade 10, and the first semester of grade 11;
5. For current 12th graders, the entrance requirement is a final academic GPA of 90% (not rounded off) based on your final academic GPA for grades 9, 10 and 11;
6. 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;
7. Student must have passed all subjects, including physical education;
8. Members must attend monthly meetings.
9. Members must participate in service activities with the NHS.
10. Members must participate in library tutoring a minimum of two-hours per quarter.
11. Additional Criteria:
 - a. Students must complete the application form for membership into the National Honor Society. This 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.
 - b. 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 and review feedback from other faculty members.
 - c. If the submission for induction is not approved, the student will be notified about the criterion/criteria which were/was not satisfactorily met.

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

605.9 WORLD LANGUAGES HONOR SOCIETY (Spanish / Italian)

1. For current 10th graders, the entrance requirement is a final average of 90% or higher (not rounded off) based on your final average in a Level II language course and the first semester of a Level III language course;
2. For current 11th and 12th graders, a final average of 90% or higher (not rounded off) on your previous year's language class and the final semester of the next level language course;
3. The student must have maintained an A or B average for the previous year;
4. A desire to serve the school by tutoring students and participating in the World Language Honor Society.
5. A proper attitude towards learning the language.

605.10 MATHEMATICS HONOR SOCIETY (Mu Alpha Theta) Academic Requirement:

A. Full Membership:

1. Juniors (11th 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 (12th 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 (10th 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 better.

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)

Membership Requirements:

1. Student must be in grades 9, 10, 11, or 12.
2. Students are required to be on the A/B Honor Roll for the entire school year.
3. Should a student's average in a subsequent quarter fall below 80%, that student will be placed on probation until the end of the next quarter. If, at any time, the average is not over 80%, said student will no longer be a member of Tri-M Music Honor Society.
4. Students must have passed all subjects last year, including physical education.
5. All students must participate in the NMEA All-County music sorting event.
6. Students must attend/actively participate in a variety of music related events in the MS/HS such as curricular concerts, school productions, Talent Show and BLAST.
7. Students are expected to participate in music events at the Cherry Lane and Rushmore Schools, such as the Tri-M Meet and Greet, Halloween Hoot and other events, some co-sponsored by the A&E Music Booster Club.

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 Onto The Next 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
- A. Serve society by fostering literacy.

National English Honor Society Membership Requirements:

1. Student must have completed the equivalent of two semesters of English prior to induction as members.
2. Student must have achieved a minimum overall grade point average of 85%, 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 90%, 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.

606 **CODE OF CONDUCT (Summary Version)**

606.1 **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 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 of Conduct.

The Code of Conduct 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.

606.2 **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 of Conduct – “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.

District Coordinator – Dr. Philip Molnar – 516-622-6502

Cherry Lane School – Mr. Nick Michael – 516-622-6461

Rushmore Avenue School – Ms. Aliza Cohn – 516-622-6520

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 or 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]).

606.3 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 District Code of Conduct 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 or 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.

Any significant violation of the Code of Conduct 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 or her child gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal 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 or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “time out” in an elementary classroom or in an administrator’s office; (2) sending a student 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 or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 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 or 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.
2. The student’s removal is otherwise in violation of law, including the District’s Code.
3. 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 or 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 or her class until he or 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.

a. 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.

b. 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 or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. The 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.

c. 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

1. 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:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- 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.
- 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:

- Any student under the age of sixteen (16) who is found to have brought a weapon to school, or
- 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.

IX. Alternative Instruction

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

X. Discipline of Students with Disabilities

The Board 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 or 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.** 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 or 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 or 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 or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

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 or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

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 on: Thursday, June 10, 2021

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 absences in physical education.
 - b. All subjects will be weighed 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 morning 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 3 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 meetings or, where he/she deems it appropriate, before the regular meetings.
- b. The Committee should be composed of:
 1. The High School Assistant Principal,
 2. The Athletic Director,
 3. The S.O. Advisor,
 4. A representative of the Student Organization, and
 5. One teacher representative from one of the following areas:
 - a. Music/Art
 - b. Clubs
 - c. Athletics
- c. Weekly Progress Report: 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 High School Assistant Principal every Friday for five weeks, progress will be evaluated and a determination will be 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.
- d. 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 parent 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 "80" 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.

Co-Curricular

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

Extra-Curricular

<u>Boys</u>	<u>Girls</u>
Baseball	Basketball
Basketball	Bowling
Bowling	Cheerleading
Cross Country	Competitive Cheer
Football (w/Wheatley HS)	Cross Country
Golf	Gymnastics (w/Wheatley HS)
Lacrosse (w/Wheatley HS)	Field Hockey
Soccer	Lacrosse
Swimming	Soccer
Tennis	Softball
Track	Swimming
Wrestling	Tennis
	Track
	Volleyball

READMITTANCE TO ATHLETIC ACTIVITY FOLLOWING 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 7th and 8th grade level, consistent with our middle school philosophy of encouraging students to try new activities and explore their interests, the Board of Education supports a full, modified level athletic program. No students will be deprived of an opportunity to participate in interscholastic sports in 7th or 8th 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 and the boys' or girls' coordinator for athletics 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 and to the student athlete, prior to the first day of practice, if possible, but no later than the first 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 a 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 and/or their family.
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 is a recommended number of athletes per team at the junior varsity and varsity levels.

FIELD TRIPS

608.1

FIELD TRIP POLICY

- A. All field trips should be completed by no later than May 1st. However, since there may be a valid reason to schedule a field trip after May 1st, the following guidelines must be adhered to:
- 1) Any request for a field trip after the deadline date must be submitted prior to May 1st.
 - 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. Student 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 exams 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 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 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 alternative 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 teachers' 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 teachers 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 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 each 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

- I. **Students who do not attend classes prior to the departure time of the trip will not be permitted to attend the trip.**
- J. Since field trips affect lessons across subject and grade levels, the assistant principal will take an active role in helping to facilitate this policy and balance the value of each educational opportunity with the loss of instructional time in class.

CARLE PLACE UNION FREE SCHOOL DISTRICT
516-622-6455/6452

FIELD TRIP REQUEST FORM

Requestor: Please complete all information in **Section 1** and submit for approval.

Section 1 Permission is requested to conduct the following field trip			
School	<input type="checkbox"/> CPMS/HS	<input type="checkbox"/> Rushmore	<input type="checkbox"/> Cherry Lane
Day & Date of Trip:			<input type="text"/>
Destination (Name & Complete Address)		<input type="text"/>	
The purpose of this trip is:		<input type="text"/>	
# of Children:	<input type="text"/>	# of Adults:	<input type="text"/>
Subject(s)/Grade:		<input type="text"/>	
Cost per Child	<input type="text"/>	Teacher Name & Contact # (Cell #) For Day of Trip:	
Substitute Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		Sub Request Entered in AESOP? <input type="checkbox"/> Yes <input type="checkbox"/> No	Transportation Required?* <input type="checkbox"/> Yes <input type="checkbox"/> No
Departure Time from School*		<input type="text"/>	<input type="checkbox"/> AM <input type="checkbox"/> PM
Return to School By		<input type="text"/>	<input type="checkbox"/> AM <input type="checkbox"/> PM
Requested By: (Teacher)		<input type="text"/>	Date: <input type="text"/>
* Please indicate the actual departure time from school. If you check YES that you need transportation, arrangements will be made to have the bus arrive 15 minutes prior to the time indicated to allow for boarding. Section 3 will be completed by the Transportation Office when transportation is requested.			

Section 2 APPROVALS		
Approved: _____ <small>(Department Chair) Date _____</small>	Approved: _____ <small>(Principal) Date _____</small>	
Approved: _____ <small>(Asst Supt Instr/Personnel) Date _____</small>	Approved: _____ <small>(Asst. Supt Business) Date _____</small>	Approved: _____ <small>(Supt of Schools) Date _____</small>

Section 3 TRANSPORTATION INFORMATION <small>This section to be completed by the Transportation Office</small>			
Bus Company Information	<input type="checkbox"/> Pierce Coach Lines/ Willow Bus Service Ph #: 516-621-2210		<input type="checkbox"/> Other
	Arrival Time at School: <small>AM PM</small>	Confirmed @ Bus Company By: Date:	EST. TRANSPORTATION COST:
No. Bus(es)	No. Vans	Arrangements Made by:	Date:
NOTE: BUS WILL REMAIN AT LOCATION FOR DURATION OF TRIP			

FIELD TRIP LESSON OUTLINE

Teacher _____ Date of Trip _____

Grade/Subject _____ Destination _____

1. **LEARNING CONTEXT** (Relationship to unit, area of study, program goals)

2. **LEARNER CHARACTERISTICS** (What are the students like? Students with special needs or characteristics?)

3. **LEARNER OBJECTIVES**
 CONTENT (What is to be learned?)

 PROCESS (What will students be doing?)

4. **ASSESSMENT**
 PRE-ASSESSMENT (Process used to determine level of student readiness.)

 POST-ASSESSMENT (Processes used to evaluate student learning.)

5. **INSTRUCTIONAL STRATEGIES AND MATERIALS** (Resources, methods, techniques of teaching.) If possible, attach copies of worksheets, tests, directions, etc.

6. **GRADE BREAKDOWN OF STUDENTS ATTENDING:**

 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

7. **HAVE THESE SAME STUDENTS GONE ON A TRIP OR WILL GO ON A TRIP WITHIN 3 WEEKS OF THE DATE OF THE TRIP YOU ARE PLANNING?**

CARLE PLACE SCHOOLS – FIELD TRIP PERMISSION FORM

Even though field trips add to the classroom curriculum and expand the experience base for our students, they do take away from valuable classroom time. Students who have excessive absences, or who are behind in their class or homework, may be prohibited from attending. For trips that are less than a full day, students are expected to attend their regular classes before or after the trip. During the trip, we expect behavior from our students that will maximize their learning opportunities, and for them to follow the directions of faculty and staff.

Student's Name: _____ Grade: _____ Date: _____

I am aware that my child's class is attending a trip to: _____

On _____ with _____. { } I give my permission for my child to attend the trip
(date) (Teacher/Class) under the conditions listed above. I understand

Mode of Transportation: _____
(From School & Back)

that due to unforeseen circumstances, this trip may be cancelled up to the last minute for student safety reasons causing me to lose money previously paid.

Approximate Times: Cost for Student:
Departing Arriving

{ } I do NOT give my permission. My child will attend School as per the note below*

_____ \$ _____

Parents Signature: _____

Emergency Phone Number: _____

**Students who do not plan to join their class on a trip, or are denied permission by the school to participate, are expected to maintain regular attendance in school that day. The rules for truancy apply.*

CARLE PLACE SCHOOLS – FIELD TRIP PERMISSION FORM

Even though field trips add to the classroom curriculum and expand the experience base for our students, they do take away from valuable classroom time. Students who have excessive absences, or who are behind in their class or homework, may be prohibited from attending. For trips that are less than a full day, students are expected to attend their regular classes before or after the trip. During the trip, we expect behavior from our students that will maximize their learning opportunities, and for them to follow the directions of faculty and staff.

Student's Name: _____ Grade: _____ Date: _____

I am aware that my child's class is attending a trip to: _____

On _____ with _____. { } I give my permission for my child to attend the trip
(date) (Teacher/Class) under the conditions listed above. I understand

Mode of Transportation: _____
(From School & Back)

that due to unforeseen circumstances, this trip may be cancelled up to the last minute for student safety reasons causing me to lose money previously paid.

Approximate Times: Cost for Student:
Departing Arriving

{ } I do NOT give my permission. My child will attend School as per the note below*

_____ \$ _____

Parents Signature: _____

Emergency Phone Number: _____

**Students who do not plan to join their class on a trip, or are denied permission by the school to participate, are expected to maintain regular attendance in school that day. The rules for truancy apply.*

FIELD TRIP POST ASSESSMENT

At the conclusion of any field trip, the teacher (s) should look at both the positive and negative aspects of the trip. This information will provide valuable feedback for future trips. Please comment on the following:

1. Was the trip time efficient?
2. Were directions clear-did the teachers and students know what to do?
3. Were groups too small or too large for this type of trip?
4. Did students have enough work to do for the time allowed?
5. Was student interest maintained throughout the visit?
6. Was the staff at the site helpful? How well prepared were they?
7. Would you go again?
8. What would you do differently?
9. Other
comments: _____

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 towards 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 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, Math;
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, Advanced Designation 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**(1) 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 (Career and Technical Education) 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 numbers 1 and 2 above. 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 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

The class ranking system is as follows:

1. Include all required English, social studies and all full year courses in science, mathematics and foreign language.
2. Include all failures.
3. Weigh courses as follows:
 - a. Advanced Placement = 1.10
 - b. College Level = 1.10
 - c. Honors/Accelerated = 1.05
 - d. Regents = 1.025
 - e. All other Courses = 1.00
4. Final class rankings will be based on the following criteria adopted in March, 2003:
 - a. Students must be enrolled at Carle Place High School no later than the start of freshman year in order to be ranked.
 - b. Final rank will be determined at the end of the first semester of senior year.
 - c. To qualify as the valedictorian or salutatorian, the student must have attended Carle Place High School for a full seven semesters (start of grade 9 through the first semester of senior year).
 - d. Any significant violation of the Code of Conduct may jeopardize a student's designation as Valedictorian or Salutatorian, regardless of class rank.

609.8 ACCEPTANCE CRITERIA INTO BOCES BARRY TECH., VOCATIONAL PROGRAM, WESTBURY, AND/OR BOCES LIHSA, ARTS PROGRAM, SYOSSET, APPLICATION(S)

The school counselors will review each student's request and review the criteria below to determine if a BOCES program "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., Vocational Program, Westbury.

- Student must attend the "Taste of Tech" field trip to BOCES Barry Tech., Vocational Program, Westbury.
- Student must complete an **Initial Application for Participation in Vocational Programs**. The application must be submitted to Dr. D'Anca in the Guidance Office 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 11th 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, Director of Guidance reserves the right to accept a 12th grade student based upon that student's unique circumstances.
- If a student's program request is denied by BOCES Barry Tech., the Director of Guidance is not bound to honor an alternative program recommended by BOCES.
- 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 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., VOCATIONAL PROGRAM, WESTBURY AND/OR BOCES LIHSA, ARTS PROGRAM, SYOSSET STUDENTS

1. Regular daily attendance in the BOCES BARRY TECH., Vocational Program, Westbury, and/or BOCES LIHSA ARTS Program, Syosset, is a requirement.
2. A student who had excessive absences from BOCES BARRY TECH., Vocational Program, Westbury, and/or BOCES LIHSA ARTS Program, Syosset, during any making 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., Vocational Program, Westbury, and/or BOCES LIHSA ARTS Program, 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., Vocational Program, Westbury, and/or BOCES LIHSA ARTS Program, Syosset, bus must report to the assistant principal’s office and remain in high school building for the remainder of the school 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 a 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.

609.10 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 examination 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 (Students may opt to be excused from the AP examination only if AP French is combined with French 4.

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.

609.11 GRADING OF SUMMER SCHOOL

1. STUDENTS WHO TAKE WALK-IN SUMMER REGENTS EXAMS

- A. If the summer Regents exam 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 12th grade. (**PLEASE NOTE: the final average in the course will NOT be recomputed to include the high 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 MOST 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.

For example:
English 9 June grade 78
English 9 August grade 86
GPA grade: 82

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

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

609.12 DROPPING A COURSE

Any student requesting to drop a course during the first five weeks must receive teacher, chairperson and parental permission. However, no requests to drop courses will be honored during the first 5 full

school days of semester one and semester two. After this 5 day period the chairperson must speak with the teacher, school counselor and parent. A parent must have a conference with the chairperson prior to the student dropping the 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 marking 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.

609.13 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.

610 PUPIL PERSONNEL SERVICES AND SPECIAL EDUCATION

610.1 MAINSTREAMING

Mainstreaming is a concept that must have the support of regular and special staff. It is a joint project that requires the expertise of the subject area teacher as well as the expertise of the special educator. Support must also be sought from special area personnel such as school psychologists and administration.

As each student is different with different needs, each case of mainstreaming is different. Each case will require varying amounts of consultation and support. The regular education teacher should always feel free to request assistance at any time. The special educator should always maintain an accessible posture in order to facilitate communication.

A student's IEP MUST state what mainstreaming is to take place. Any changes in the original plan must come before the CSE for review and approval.

A mainstreamed student is expected to satisfy the requirements of the course. However, as each student has special needs whether handicapped or not, these special needs must be addressed. These needs may be addressed in a variety of ways including, but not limited to special contracts, alternative methods of testing, the use of note-takers, and special testing accommodations.

All tests will take place with the authorized testing techniques in place, if needed. Alternative testing techniques may be eliminated if they are not needed by the student. The decision as to whether or not to invoke the techniques should be made on a test by test basis.

610.2 PSYCHOLOGICAL REFERRAL PROCEDURE

Any staff member can make a request for a psychological referral upon meeting with the student's counselor and given the student's name, the observable behavior reasons for the referral, what actions have been taken in the past and what you have done to alleviate the problem. The referring teacher need only complete the student's name and date of birth. All other information will be obtained by the guidance counselors, school nurse, and psychologist. If the student has been previously evaluated, pertinent results will be shared with you. If not, the counselor will obtain parental permission and fill in the remainder of the referral and forward it accordingly.

COUNSELOR

- a. Initiates referral after checking to see whether student was previously evaluated and what can be/has been done to alleviate the problem.
- b. Obtains signed parental consent form.
- c. Fills in the referral form completely – giving business phone, where appropriate, so that parent can be reached for social history information, observable behavior, what steps have been taken to remediate the problem, etc.
- d. Forwards referral packet to nurse and other specialists where indicated.

NURSE

- a. Fills in necessary information.
- b. Forwards this to the building principal.

PRINCIPAL

- a. Signs referral
- b. Forwards this to the assistant superintendent.

EXECUTIVE ASSISTANT TO THE SUPERINTENDENT

- A. Signs and records referral or meets with the building principal.
- B. Retains copy for central files.
- C. Forwards principal's copy and counselor's copy to principal.
- D. Forwards original copy and parental consent form to psychologist.

PSYCHOLOGIST

- A. Has a parent conference and fills out social history form.

- B. Observes and tests student.
- C. Forwards written report to assistant to the superintendent.
- D. Meets with counselor and referring staff members to discuss psychological evaluation.

610.3 APPROACH TO INCLUSION

Carle Place School District adheres to inclusion practices consistent with the federally mandated reauthorized **Individuals with Disabilities Act (IDEA)**, the more recent **No Child Left Behind** and New York State **Part 200 of the Regulations of the Commissioner**. In doing so, special education is understood as a continuum of services rather than a place where students are sent, and to the maximum extent possible, students are educated in the least restrictive environment in as close to the general education setting as possible.

- Students who participate in “inclusion” or “integrated” classes are recommended by the CSE for this service. There are students who needs are intensive enough to require the presence of a special educator throughout the day, or for specific subjects in the High School, to provide modifications and accommodations. In the past, these are the students who would have been in self-contained classes.
- Carle Place has adopted a co-teaching model for the provision of special education services, whereby one general education content area teacher works alongside a licensed special education teacher. Both teachers are equal partners responsible for all of the students in the class.
- Integrated classes are intended to serve diverse learners in a shared setting. Whenever possible, classes will have a wide range of learners with significant numbers of students below, at, and above grade level.
- The district’s total resources for all program needs are considered when integrated sections are created and students are assigned to integrated sections. The Principal and the Guidance Department program special education students in accordance with the existing and evolving school schedule of courses and classes established by the Principal.
- The Principal makes every effort to provide common planning time for co-teachers. Teachers may use preparation periods or any other unassigned time during the day to plan together. If it is necessary, consideration will be given to the use of the extra help period or duty period to accommodate this planning.
- There are shared administrative responsibilities regarding integrated classes. Teachers may seek advise/support from the following resources:
Regulations/Procedures – Exec. Assist.to the Superintendent for Special Education & PPS
Programs/Schedules – Principal/Guidance Department
Co-Teaching – Special Education Department Chairperson
Curriculum – Department Chairperson

The district also recognizes that there are circumstances requiring the need for special class settings. Special class programs may be created when necessary and prudent in order to serve the needs of certain students with similar needs. Existing and additional special class settings are, and will be established according to regulations.

610.4 HOMEBOUND INSTRUCTION

Eligibility:

If it is anticipated that a pupil will be out of school for an extended period of time, homebound instruction will be provided when:

1. A letter of request has been received from the parent, and,
2. A letter has been received from the physician requesting homebound instruction and acknowledging that no health hazard exists.

“Homebound tutoring may be provided to students experiencing sporadic attendance due to documentable medical reasons. The decision to supply the tutoring will be made by the assistant superintendent or the building principal. No tutoring will occur on days when the student is in school.”

The first preference will be the student's teacher, while the second preference will be another eligible teacher within the school. If district teachers are not available, a qualified teacher from outside the district may be recommended.

Responsibility for Homebound Teachers:

The homebound teacher is responsible for:

1. Setting up a mutually agreed time for instruction with the parent;
2. Keeping close contact with classroom teacher to coordinate student's work;
3. Attendance keeping; and,
4. Evaluation of student progress through grading.

610.5 STUDENT HEALTH SERVICES

The Board of Education recognizes the importance of student health services in both the prevention of, and education about, student health concerns.

The school health services staff will appraise the health of students, provide counseling on health matters, help prevent, detect and control disease, and provide emergency services and first aid for injury and sudden illness.

If at any time an incident occurs on the school property, the following steps should be followed:

1. Call the school nurse.
2. Notify the building principal.
3. While waiting for the school nurse, cover the child and leave him/her where they are.
4. In the event the school nurse cannot be contacted, the parents of the child should be notified immediately.
5. If the student's condition warrants it, 911/Emergency Services should be called.
6. The parent must be notified about the incident and must give consent for all treatment rendered.
7. The incident report must be completed with no blank spaces and signed as soon as possible.
8. The incident report must be forwarded to the Health Office, then the Principal.
9. The original incident report will be forwarded to the Office of the Superintendent.

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 or other form of accurate attendance 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. 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

- D. Teachers should take charge of groups on their floors and staircases.
- E. Student's going down stairways should continue down and evacuate the building through the first available exit (Exit #A3 or #A4).

- F. 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).
- G. Students in the halls should take the nearest exit available.
- H. Students in the classrooms should use the exit designated on the chart in the room.

IV CAFETERIA DISMISSALS

At the first drill signal, students should cease talking and eating and immediately exit the middle school cafeterias (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 lockout 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 a 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 and staff will then report to room 207. 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 whether 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 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 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 DRILL

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

<u>AREA</u>	<u>RESPONSIBILITY</u>
Guidance	Check bathrooms across from guidance office- supervise classroom evacuation exits #A2 and #A3
100	Check bathrooms across from superintendent’s office – supervise classroom Evacuation through exit #D1
129	Check bathrooms across from room 143 – supervise classroom evacuation through exit #C7
152	Supervise classroom evacuation through exit #C18
ISS (128A)	Proceed with students from ISS (128A) to Exit #C7 – supervise classroom evacuation through exit #C7

AREA**RESPONSIBILITY****Middle School**

Cafeteria if it is a lunch period, assist in having students exit the middle school cafeteria through exit #A1. 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 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. Scarlett	Boys' Gym Area	(Exits #C11-C17)
Mr. Fisher	Room 152	(Exit #C18)
Mr. DeBlasio	Second Floor	(Exits #A3-A4)
Mrs. Rubenstein	Room 129/Girls' Gym Area	(Exit #C7-C10)
Dr. Grieco	Room 108	(Exit #A4)
Mrs. Snell	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/MAINTENANCE/GROUNDSMEN DURING FIRE DRILLS

Mr. Vinny Oppido	Main Lobby	(Exit #A2 & C5-C6)
Mr. Sean Glennon	129	(Exit #C7)
Mr. John Ryan	152	(Exit #C18)
TBD	Second Floor (Handicapped students)	(Exit #A3)
TBD	Second Floor (Handicapped students)	(Exit #A4)
Groundsmen	Block off entrance and exit to front driveway and student parking lot.	

XI. RESPONSIBILITIES OF ADMINISTRATORS, TEACHERS, COACHES, CUSTODIANS 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 (teachers, 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 **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' or 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 students 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 their 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, **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.

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

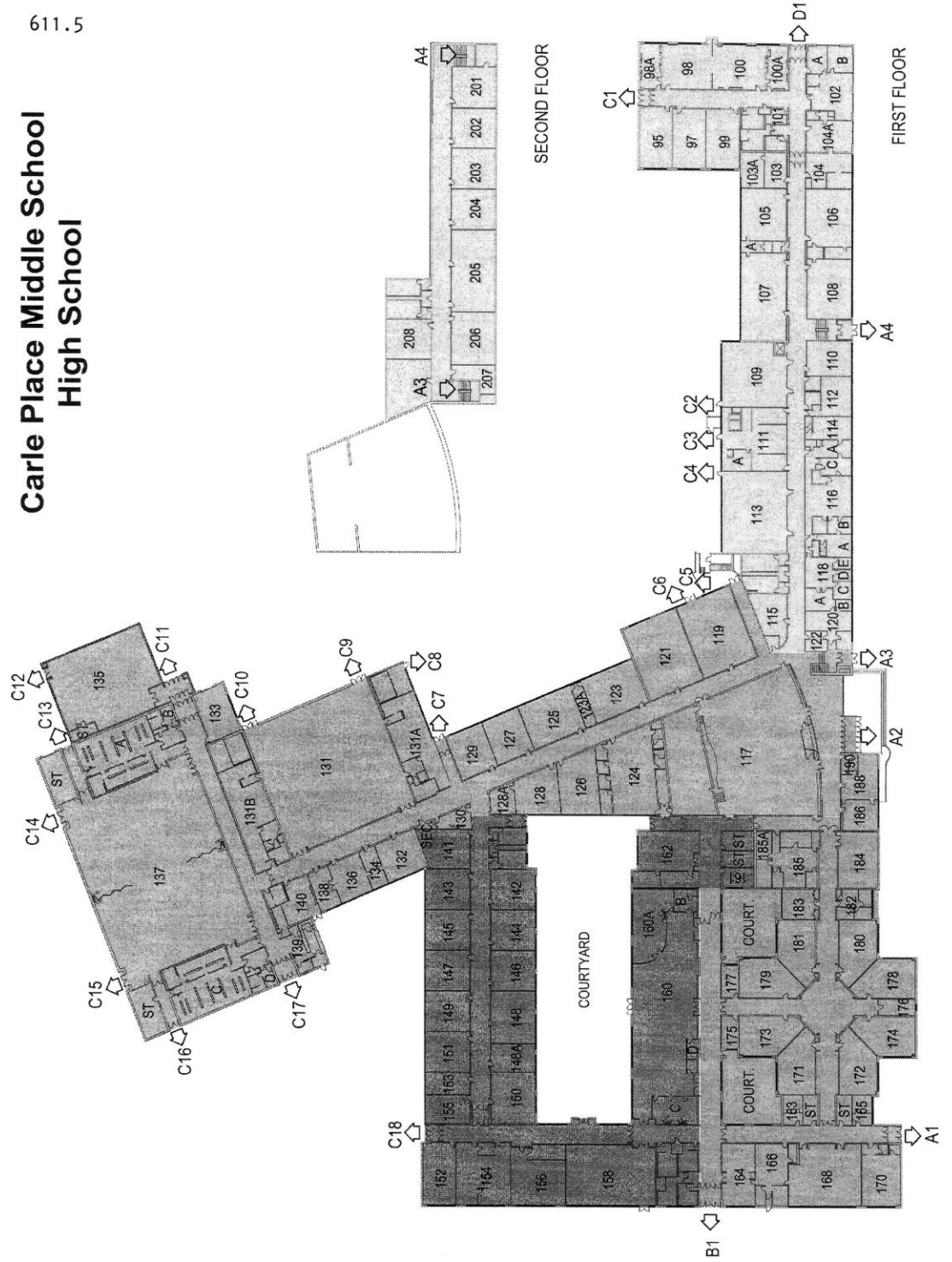
Incident Commander: the person in charge of the situation

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

611.5

Carle Place Middle School High School



EMERGENCY EXITS – MS/HS

#A2	Main Lobby
#A3	Boiler Room
#A4	108/106
#D1	Central Administration
#C1	95/98
#C2	Barry Dennis Boardroom (North Cafeteria)
#C4/C3	South Cafeteria
#C5	Employee Entrance/Exit
#C6	Custodial Office
#C7	129
#C8	Girls' Locker Room
#C9/C10	Girls' Gymnasium
#C11	Weight Room
#C12	Multi-Purpose Room
#C13	Boys' Gymnasium (North)
#C14/C15	Boys' Gymnasium (West)
#C16	Boys' Gymnasium (South)
#C17	Snack Shack
#C18	152 / 155 / 153
#B1	Library Corridor
#A1	Middle School Entrance

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**.

Exit #C2, C3, C4, C5. Students will exit through the doors of the Barry Dennis Boardroom (North Cafeteria), South Cafeteria, and Custodial Office, 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**.

Exit #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**.

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

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

Exit #C18. Students 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. Student 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**.

611.7 BUILDING SECURITY

1. Teachers are responsible for their classroom and all equipment assigned to them. When your classroom is not in use, it should be locked.
2. At the end of the school day, teachers are expected to:
 - a. Lock all doors and windows.
 - b. Turn off all lights before leaving their classrooms.
 - c. Properly store all materials and equipment.
 - d. Leave their room in proper order along with all desks lined up and chairs stacked on desks.
3. Use of Building

All teachers, students, and activity groups who intend to use the high school building after 3:15pm. must submit an application for **USE OF SCHOOL FACILITIES** to the building principal. All meetings and activities in the high school building must be authorized by the principal. Copies of this form must be filled out in triplicate and can be obtained from the High School office. **PLEASE DO NOT SCHEDULE** any meeting or activity without receiving prior approval, such approval must be requested at least ten (10) days in advance. Activities which will meet on a regularly scheduled basis need only file one form listing all dates for building use.
4. All activities must be under the direct supervision of the teacher, coach or advisor of the activity at all times. No teacher, supervisor or coach is to leave a group unsupervised at any time and must remain in the building until all students in their group have exited the building. This rule will apply to all groups whether during or after school.
5. All students must leave the school building and grounds at the end of the school day unless they have an authorized activity or meeting.
6. All vandalism should be reported to the high school office immediately.
7. Repairs – in order to have repairs done within the building, teachers must complete a work order form and have it approved by their department chairperson, who will then forward it to the building principal.
8. Lunch – all students who eat lunch in school must do so in the cafeteria.
9. Smoking – smoking **IS NOT PERMITTED** in the building nor on school grounds. This includes vaping, e-cigarettes, or any other mode of inhaling nicotine.
10. Student Parking – all seniors must park in the south parking lot. Students must receive approval from the building principal in order to drive their vehicle on school property. Students found parking in other areas will lose their driving privileges and face possible disciplinary action.

611.8 STUDENT SAFETY

The safety of students will be assured through close supervision of the students on school premises and on school buses. Special attention will be given to the following:

1. Maintaining a safe school environment through periodic inspection of the physical condition of all buildings and grounds.
2. Observation of safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities which offer special hazards. Education Law 409-a and the relevant sections of the Commissioner's Regulations regarding the wearing of eye safety devices in shops and laboratories, etc., will be strictly observed.
3. Offering safety education to students as applicable to subjects such as laboratory courses in science, technology courses, health and physical education.
4. Providing, through the services of the school nurse, first aid care for students in cases of accident or sudden illness.

In addition, school personnel will be on the lookout for suspicious loitering in or near the school. The superintendent of schools will notify law enforcement agencies if the circumstances warrant it. Students

should be instructed to tell the teachers, their parents, police, or school personnel of any suspicious strangers.

611.9 SUICIDE PREVENTION

Any faculty member who has a reasonable suspicion that a student is suicidal should report this immediately to the building administrator or designee.

It shall also be resolved that the Board of Education requires appropriate educational programs to be conducted for the staff, students and community regarding "Suicide."

Procedures:

1. Staff members having a reasonable suspicion about any student who is or may be at risk regarding a suicide attempt should contact the building administrator or designee immediately.
2. Upon investigation by building administrator or designee, parent notification should immediately occur informing them about this situation.
3. Staff member shall give immediate emotional support showing caring and empathy. Active listening in a serious manner is important. Under no circumstances should a suicidal youngster be left alone.
4. Appropriate follow-up with school mental health professionals and parents and student.
5. When necessary, mental health professionals will recommend outside treatment.

612 TEACHER RESPONSIBILITIES

612.1 STUDENT ATTENDANCE PROCEDURES – refer to section 603.1

612.2 TEACHER CHECK – IN AND ATTENDANCE PROCEDURES

The following attendance procedures must be followed:

1. On a daily basis, teachers must sign-in, in person, by 7:55 a.m. in the main office. This is extremely important for auditing purposes.
2. Teachers must access the online system AESOP (Automated Educational Substitute Operator) when they will be absent. **Please contact AESOP as soon as you are aware of an absence** due to a conference, field trip, or any other projected absence.
3. Teachers must ensure that proper assignments are available for each of their classes. This can be accomplished by:
 - a. Leaving class assignments with the chairperson the day before an anticipated absence **OR**
 - b. Calling the chairperson at home and providing the class assignments **OR**
 - c. Calling the school between 7:30 a.m. and 7:55 a.m. **OR**
 - d. Having a colleague bring their class assignments into school **OR**
 - e. Emailing the lesson plans to the chairperson and both full-time secretaries in the main office.

612.3 BUILDING USE - refer to section 611.6

612.4 BULLETIN BOARDS

1. Teachers are responsible for decorating the bulletin boards that are located within their classrooms and directly outside of their classroom.
2. Department bulletin boards have been assigned and should be redecorated on a monthly basis.

612.5 POLICY ON CHEATING

Students should sit as far apart as possible. Students must remain in their seats unless they have permission from the teacher in charge or the proctor.

All books, papers, etc. should be out of the sight of students – hats should be removed.

No talking during the exam. Remember any talking may be construed as cheating. A student caught cheating on an exam will receive a grade of zero and their parent or guardian will be notified.

The use of a cell phone or any electronic device is prohibited during an exam for any reason and at any time. The student's test could be invalidated based on this incident.

CONSEQUENCES – If a student is caught cheating on any exam, the student should receive a zero for the exam and the parent or guardian should be notified.

If a student is caught copying work (homework, term papers, research papers, science labs, etc.) both the student copying and the student allowing the copying will be given zeros on the assignment.

612.6 CHILD ABUSE IN AN EDUCATIONAL SETTING

The Report of Suspected Child Abuse or Maltreatment Form is available in the High School Main Office and/or PPS Office. A copy of the forms are also included in your first day teacher packet.

612.7 COMPUTER NETWORK/INTERNET USE POLICY

Acceptable Use

Access to the district's computer network is provided solely for educational purposes and research consistent with the district's mission and goals. Access to the network is a privilege, not a right. Inappropriate use of district's computer network may result in the suspension 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 the user 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 authorize 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 from 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 VP 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 service with Logon Credentials other than the Logan 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 district's 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 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 other.
- 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:
 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 School 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 Email are not guaranteed to be private and the Carle Place School District’s Local and Wilde Area Network is the sole property of the Carle Place School District. Consequently, the system 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 “Abuse 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 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 materials 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 attorneys 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: _____

612.8 TEACHING ABOUT CONTROVERSIAL ISSUES

Teachers discussing controversial issues in class must ensure objectivity by making a competent effort to research and present varying opinions on each controversial topic. The age and maturity of students must be taken into account when deciding which curriculum materials to present.

Teachers should discuss issues which might be deemed controversial with their department chairperson or high school administrator. In addition, proper previewing of all audio-visual materials is required and final approval of these materials should be made in conjunction with your immediate supervisor.

612.9 CORPORAL PUNISHMENT AND PENALTIES

The Board of Education prohibits the use of corporal punishment in the Carle Place School District. No teacher, administrator, officer or other employee of the district shall use corporal punishment against a pupil. Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil.

In the event that a student engages in unruly or disruptive behavior, which a member of the staff reasonable concludes constitutes a threat to the personal safety of any student or staff member, then such member of the staff may use physical force only for the purpose of restraining such pupil and only to the degree necessary to protect the personal safety of all concerned.

If a situation does occur in which corporal punishment is used, the following complaint and reporting procedure will be observed:

1. The staff member using corporal punishment must file a written report to the building principal and superintendent of schools immediately after the incident.
2. The report shall relate all relevant details of the incident, including what action was taken, why the action was taken, why the action was taken and what measures, if any, may have been taken to prevent the need of such action.
3. The report will be kept on file and made available to the parent upon request.
4. The parent may request a conference with the principal, superintendent, and involved parties.
5. The superintendent should take any necessary action to complete the investigation, and,
6. The superintendent must file complaint reports as may be required by the State Education Department.

No phase of the teacher's work demands more careful deliberation, tact, and good judgment than punishment. All cases requiring severe punishment may be referred to the disciplinary officer in each building.

Additionally, a student's grades in his regular scholastic work should never be reduced because of department. Scholarship marks are intended to be and are as far as possible, a reliable record of a pupil's achievement of curricular objectives.

The use of sarcasm, ridicule, irony or slang on the part of any teacher is considered undesirable. The policy of standing or sitting children in the corridor as a form of punishment by the classroom teacher is contradictory to school regulations.

612.10 TEACHER DAILY ROUTINES

1. Teachers are to sign in at the main office by 7:50 a.m. and report to their classroom 5 minutes prior to the start of first period.
2. Teachers should check their mailboxes in the morning and in the afternoon prior to leaving the school building.
3. During the Pledge of Allegiance, all students must stand quietly but are not required to say the pledge.
4. Teachers are expected to be at their classrooms and assigned duties on time.
5. During any scheduled class, students are to remain in their seats until the end of the period. It is expected that students will be occupied for the entire period in a meaningful learning activity.
6. During a change of periods, teachers are expected to stand outside their rooms so that their presence is noted by the student body.
7. Teachers must take period by period attendance in all classes on a daily basis. Attendance will be completed by computer, using the Schooltool student management system attendance module. All teachers must make every effort to complete their attendance by the end of each of their classes. If this is not possible, attendance for all classes must be completed by no later than the end of the school day.
8. Teachers requesting to leave the building during the school day must check with the main office before leaving and upon returning.

612.11 DISCIPLINE – REFER TO SECTION 606 School Code of Conduct

612.12 DRUG AND ALCOHOL ABUSE

Students are forbidden to use, possess or distribute alcoholic beverages on school grounds. Students are also prohibited from using or possessing, without medical supervision, marijuana and other drugs including barbiturates, amphetamines, LSD compounds, mescaline, psilocybin, DMT, narcotics, opiates and other stimulating, seductive or hallucinating drugs. Students are prohibited from possessing or using paraphernalia associated with the use of the above substances.

However, the Board of Education recognizes that the problem in our schools today, stemming from the use of drugs, is two-pronged at the very least and must assume a greater responsibility for dealing with drug abuse as a social problem and as a criminal problem; the first, because we must be concerned about the health and welfare of our students; and second, because possession or sale of drugs is illegal. Therefore, policy must also take two directions, education and identification and evaluation.

Guidelines and Procedures: All teaching personnel will follow, without deviation, the guidelines and procedures in dealing with drugs and other contemporary social problems that interfere with normal growth and development of students and this will satisfy our legal responsibilities.

1. Identification and Referral: The teaching is responsible for the identification and referral of students exhibiting signs of behavioral problems that may interfere with normal learning.
 - a. Some types of behavior that may be associated with serious emotional problems include:
 1. Loss of interest in school and social relationships with others,
 2. Marked alteration in behavior,
 3. Deterioration in physical and personal appearance,
 4. Development of problems in dealing with school and parents.
 - b. School personnel who suspect a student is experiencing serious emotional difficulty as a result of experimenting with or the abuse of dangerous drugs or alcohol or personal conflict, should immediately consult with the student's counselor and/or nurse to determine the nature, seriousness and extent of the problem.
 - c. If, in the judgment of the teacher, nurse and counselor, the student is suspected of

experimenting with or abusing dangerous drugs or alcohol, the matter must be reported to the building principal immediately.

2. Evaluation: The principal will evaluate the problem, and may initiate one or more of the following steps:
 - a. Confer with the student.
 - b. Request an immediate conference with parents.
 - c. Refer the case to the high school pupil personnel team for further study and recommendations.
 - d. Report the matter to the proper police authorities.
 - e. Suspend student until parents report for conference.
 - f. Assist parents and student to obtain outside medical and/or psychological assistance.
 - g. Contact appropriate county agency.
3. Action: Immediately after a plan of action is formulated, a written report of said action shall be submitted to the superintendent and a copy to the high school pupil personnel team.
4. Follow-up: The pupil personnel team will assume the responsibility for monitoring the student's progress, modifying services as necessary, maintaining communication with all concerned until the case is concluded.

612.13 SCHOOL REGULATIONS FOR DRUGS

1. Responsibility for Drugs

It is the responsibility of the staff to report to the high school principal, or his designees, any information relating to the use, possession, passing or sale of illicit drugs by a student.

2. Reporting Procedures

- A. Suspicion of narcotics or other drug usage: In the event that a staff member is suspicious that a student or students are involved in the use of drugs, he will report this information to the building principal or his designees. This report will include the name of the student, the reason for suspicion, and names of witnesses. The building principal will report information to the superintendent.

The superintendent of schools will serve as a clearing agent for reports and will advise the Nassau County Police Department, Bureau of Narcotics. Further, he will supply central administration and the building principal with a monthly report of the frequency and scope of drug usage.

- B. Evidence of narcotics and other drug possession: If the student is apprehended while possessing, selling, passing, or administering narcotics, he will be taken immediately to the building principal, or the principal will be brought to the student. The student will not be left alone. The staff member apprehending the student will retain possession of the narcotic or administering equipment, and will not hand it to any other person, including the principal.

The principal will report the incident to the superintendent at once, and the student will be kept in the principal's office. In this instance of apprehension, the police will come to the school to make a determination of possible crime involved. The evidence (drugs and/or implements) will be taken by the police who will have the suspected material analyzed. After analysis, a meeting will be held with the principal to determine any further action to be taken. It is quite possible that no police action will be taken against an individual student. The primary concern of the police is in reaching the suppliers of drugs to students.

The student found guilty of possessing or administering narcotics will be suspended by the Principal and, subsequently, expulsion will be considered. Cases of suspension will be handled as described in paragraph "A". Procedures to safeguard the interests of the student will be followed for suspension. If the student is under 16 years of age, the Board may be Asked by the principal to expel the student and the decision of the Commissioner of Education In the Matter of Cuffee No. 7816, September, 1987, must be followed:

"Although the local school authorities have the right to determine whether or not a student

has committed a breach of discipline, and if so, whether or not to suspend or expel him, they may not exercise this right without giving a student a fair opportunity to explain his actions. Being a minor, the pupil is entitled to be questioned by the authorities in the presence of his parents, and in the parents' opinion, their attorney who, in turn, must be given an opportunity to question the school personnel involved."

3. Student Incapacitation

If a student is incapacitated because of apparent case of drug abuse, the first person coming in contact with the student will notify, immediately, the school nurse for first-aid treatment, and the building principal who will follow the aforementioned reporting procedures.

4. Records

No entries regarding suspicion of drug use are to be recorded on the student's cumulative record card, including health record.

5. Administrative Prevention and Detection

Each school principal, or his designee, will be responsible for practices which periodically locate and remove narcotics and implements, if any, from the school. The principal or his designee will, more importantly, monitor the health education programs to ensure effectiveness, and will keep his staff advised of pertinent information on preventive and detention measures taken by the district, including this policy.

When a speaker or program is brought into the schools, pertaining to narcotics, at either elementary or secondary level, which uses organizations concerned about drug detection or education, the proposal will be discussed and cleared with the Health Coordinator.

612.14 TEACHER EVALUATIONS

1. First year non-tenured teachers will be observed three times in the first three months of the first semester and minimum of three additional during the remainder of the school year. In addition, a mid-year and end of year summative evaluation is required.
2. Non-tenured teachers, years 2-4, will be observed at least four times a year in addition to a mid-year and an end-of-year summative evaluation.
3. Tenured teachers will be observed periodically but with less frequency than probationary teachers in addition to an end-of-year summative evaluation.
4. All evaluations will be performed using the model of observation described in the district's APPR plan.
5. Special services teachers will be observed based on their job descriptions and work plans.
6. Teachers should be observed on an informal basis throughout the year.

612.15 EXTRA HELP

1. Extra help for middle school students will take place 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 and after the school day.
3. All middle and high school teachers will be available for extra help after school on Tuesdays, Wednesdays, and Thursdays from 2:33 PM to 2:57 PM. All students are expected to remain in the building during this period. Seniors in good academic standing and with parental permission may leave the building.

612.16 FIELD TRIPS – refer to section 608

612.17 HALL DUTY

It is important that hall duty teachers report to their assignment on time and remain there for the entire period.

Teachers responsible for hall duty assignments are required to monitor the security of the building. Teachers are required to request passes from any student in the hallway while classes are in session. Students who are sent out of class without a pass should be sent back to the original classroom teacher by the hall duty teacher. During lunch periods, students are to remain in the cafeteria or in the main lobby upon their return from lunch.

Visitors are not allowed in the school building unless they have legitimate school business. All visitors must enter through the main lobby doors and sign in at the main lobby desk before reporting to the main office. Visitors will be administered a pass in the main office which they must return to the main office.

Hall duty teachers are expected to keep a log of all visitors to the building, the time that they arrived and with whom they are meeting with.

612.18 HOMEWORK

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 postsecondary 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 the 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, Honors and SUPA 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.

- 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.

612.19 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 returned to you by way of the in-school suspension teachers and should 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 during Period 4. 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.

612.20 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.

612.21 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.

612.22 PLANNING

Teachers are expected to plan on a daily basis. It is conceivable that a lesson plan could cover more than one day. As in the past, supervisors will request to see lesson plans on days of observations, both formal and informal. Teachers are encouraged to continue to consider the areas of motivation, summary, and evaluation within their planning.

Lesson plans will be reviewed by the supervisors every two weeks. However, the lesson plans being reviewed will be from the prior two weeks instead of lessons projected in the following week (s). This procedure is intended to allow teachers the flexibility needed in planning ahead and in reviewing plans already implemented. In addition, it is expected to provide supervisors with a more realistic picture of what was intended to be covered.

Although the new lesson plan format is required, the additional utilization of a lesson plan book will be left to the discretion of the individual teacher.

612.23 STUDENT COMPLAINTS AND GRIEVANCES REGULATION

Definitions

1. Grievant shall mean a student who alleges that there has been a violation of Title IX or Section 504 Regulations which affect him/her.
2. Grievance shall mean any alleged violation of Title IX or of Section 504 Regulations.
3. Compliance Officer shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under Title IX and/or Section 504.
4. Representative shall mean any person designated by the grievant as his/her counsel or to act in his/her behalf.

Individual complaints and grievances shall be handled in accordance with the following guidelines:

1. For informal conciliation, students should confer with the appropriate teacher or school personnel to achieve prompt resolution. Students may appeal to the highest authority in the school building, i.e., the building principal, who has the final determination on all such matters.
2. For resolution of matters where appeal procedures are prescribed by statute, i.e., student suspensions, the prescribed course of action will be followed.
3. On issues affecting the student body, students may address the student government or student council in order to resolve such matters. Students may be afforded a conference with the building principal in accordance with the rules and procedures established by the student government.
4. The resolution of student complaints alleging any action prohibited by Title IX and/or Section 504 of the Rehabilitation Act shall be dealt with in the following manner:

Stages:

A. Stage 1 – Compliance Officer

1. Within thirty (30) days after the events giving rise to the grievance, the grievant shall file a grievance in writing with the Compliance Officer. The Compliance Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the complaint. All employees of the school district shall cooperate with the Compliance Officer in such investigation.
2. Within fifteen (15) days of the receipt of the grievance, the Compliance Officer shall make a

finding in writing that there has or has not been a violation of Title IX or Section 504 of the Rehabilitation Act. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.

3. If the grievant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the grievance, the grievant may, within fifteen (15) days after he/she has received the report of the Compliance Officer, file a written request for review by the superintendent.

B. Stage II – Superintendent of Schools

1. The superintendent may request that the grievant, the Compliance Officer, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the grievance and the facts surrounding it.
2. The superintendent shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may appear and present oral and written statements supplementing their position in the case. Such hearing shall be held within fifteen (15) school days of the receipt of the appeal by the superintendent.
3. Within fifteen (15) days of the hearing, the superintendent shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX and/or Section 504 of the Rehabilitation Act, a proposal for equitable resolving the complaint.
4. If the grievant is not satisfied with the determination of the superintendent, the grievant may, within fifteen (15) days after its receipt, file with the clerk of the Board of Education, a written request for review by the board.

C. Stage III – Board of Education

1. When a request for review by the board has been made, the superintendent shall submit all written statements and other materials concerning the case to the president of the board.
2. The board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within fifteen (15) school days of the receipt of the request of the grievant. All parties concerned shall have the right to present further statements and testimony at such hearing.
3. The board shall render a decision in writing within fifteen (15) days after the hearing has been concluded.

612.24 SEXUAL HARRASSMENT OF STUDENTS

The Board of Education is committed to safeguarding the right of all students within the school district to work in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the recipient reasonable perceives such behavior as unwelcome. The board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex and from peers as well as students, employees, or any individual who foreseeably might come in contact with students on school grounds or at school sponsored activities. When an alleged sexual harassment occurs and the district knows about it, immediate and appropriate corrective action shall be taken.

The board, consistent with State and Federal law, therefore condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile, or offensive work environment. The board also prohibits any retaliatory behavior against complainants or any witnesses.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic advancement, or
2. submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual, or
3. such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment.

Sexual harassment may take different forms. The most obvious form is the demand for sexual favors. Other forms of harassment include:

Verbal – lewd or sexually suggestive comments, jokes of a sexual nature, sexual propositions or threats.

Non-Verbal – displaying pornographic photographs or other objects, obscene gestures.

Physical – unwanted physical contact such as touching, pinching, coerced intercourse, assault.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately, pursuant to Regulation No. 5020.1 so that appropriate corrective action may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged sexual harassment. In the absence of a victim's complaint, the board, upon learning of, or having reason to suspect, the occurrence of any sexual harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

Retaliation against a student for making a complaint of sexual harassment or participating in an investigation of alleged harassment is prohibited.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the District's policy manual and Federal and State laws on sexual harassment. Training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment.

A copy of this policy and its accompanying regulation are to be distributed to all personnel and students and posted in appropriate places.

Regulation

The Board of Education shall designate a Compliance Officer to carry out the District's responsibilities associated with compliance with Title IX pursuant to Policy No.3020.1. In addition, the Board will designate a second individual for ensuring compliance with Title IX in regard to sexual harassment so that students who believe that they have been subjected to sexual harassment will have a second avenue of complaint, if the alleged harasser is the Compliance Officer.

The Superintendent of Schools shall notify all students and employees of the name, office address and telephone number of both designees.

The superintendent shall notify students, parents, employees, and prospective students or employees that the District does not discriminate on the basis of sex in the education programs or activities which it operates as required by Title IX. Such notification shall include publication in: local newspapers; newspapers and magazines operated by the District or by student groups for or in connection with the District; and memoranda or other written communications distributed to every student and employee.

All reports of sexual harassment will be held in confidence, subject to all applicable laws and any relevant provisions found in the District's policy manual.

Consistent with federal and state law, and all applicable provisions contained in the District's policy manual, the following procedures shall be employed in handling any allegations of sexual harassment.

Students who believe they have been subjected to sexual harassment are to report the incident to the Compliance Officer or the second designee as described above. The Compliance Officer or designee shall notify the building principal and the superintendent of all complaints. The student can pursue his/her complaint informally or file a formal complaint.

Investigation of a Complaint

Upon receipt of a complaint, a prompt and impartial investigation of the allegations must follow by the Compliance Officer or board designee. This investigation is to be conducted diligently. All witnesses shall be interviewed and if requested, the victim shall speak with an individual of the same sex. Complainants are to be notified of the outcome of the investigation.

Informal Complaints

In addition to notification to the Compliance Officer or the second designee as described above, students who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the building principal. The student may also request a meeting with a counselor or administrator of the same sex. Parents or guardians of the student will be notified of their right to attend the interview with their child. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

Depending upon the avenue by which the complaint was filed, the Compliance Officer, board designee, or principal will then promptly discuss the complaint with the alleged harasser. The alleged harasser shall be informed of his/her right to representation. Should the alleged harasser deny the allegations, the administrator is to inform complainant of the denial and request a formal written complaint to file with his/her report to the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of the complaint shall accompany the report with a recommendation for further action.

Should the harasser admit the allegations, the Administrator is to obtain written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the Administrator may impose and/or recommend the imposition of further disciplinary action. Thereafter, the administrator is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The administrator is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur. Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint. Formal complaint forms are available from the office of Pupil Personnel Services.

If, during the administrator's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the administrator is to file a report with the next appropriate level in the complaint procedures. The report is to indicate the nature of the complaint, a description of what occurred when the administrator informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the student's formal complaint.

Formal Complaint

Formal complaints may be submitted either to initially report any incident of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the administrator originally consulted, who will then forward it to the next appropriate level of management, e.g., the Title IX Compliance Officer for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable administrator reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The superintendent or the board shall take immediate, appropriate and corrective action upon a determination of sexual harassment. The superintendent or the board shall notify the complainant of any findings and action taken.

Remedial Action

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law and district policies and regulations. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal of an employee or expulsion of a student.

Anyone subjecting complaints or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's policy manual. If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the Board of Education. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate administrator to ensure that the harassment has not resumed and that no retaliatory action has occurred. In the discretion of the district, these follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

612.25 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 is 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:

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 / 17 / 2021.

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.

612.26 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 recreational period. At the end of the study hall period, the room should be left in proper condition.

Passes issued from study halls 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.

Students who have study hall will be issued a special passport each quarter. The student must sign out with his/her study hall teacher and report directly to the indicated area. The person in charge will sign the student in, fill in the passport and hold the passport until the student is ready to leave. The time will be noted and the student must return to study hall or another approved area.

Passports will be checked on a regular basis. If the passport is lost, a waiting period of two weeks will be assessed before a new pass can be issued.

Students who abuse this procedure will have their passports revoked.

612.27 SUBSTITUTE TEACHERS AND PROCEDURES

Teachers are reminded that they must access the online AESOP (Automated Educational Substitute Operator) system as soon as they know they will be absent. Proper assignments must be available for the substitute via the chairperson. In addition to providing plans for the day, the teacher's schedule, along with class rosters must be available for the substitute.

The chairperson is responsible for checking with the assistant principal's secretary to see if any member of their department is absent. The chairperson will provide the substitute with all necessary plans and materials needed for the day. In addition, if in-house coverage is needed, the chairperson will provide coverage from within the department. The secretaries in the main office will provide assistance if there is a problem in covering all of the teacher's classes. During the day, the chairperson should make brief visits to the substitute's classes to ensure the smooth running of the lessons.

612.28 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.

612.29 TEXTBOOKS/WORKBOOKS/CALCULATORS-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 department 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.

CARLE PLACE SCHOOLS – BOOK AND EQUIPMENT RECEIPT

Name: _____ Grade: _____
(Please Print) Last First MI

Subject/Activity/Sport _____ Period: _____

Title/Item: _____ Number: _____

Date of Issue: _____ Condition: New Excellent Good Fair Poor
(Circle One Choice)

Date Returned: _____ Condition: Excellent Good Fair Poor Unusable

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.

Replacement cost of text

Age of Text

100%

50%

25%

less than 3 years

more than 3 years, less than 5

more than 5 years, less than 3

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

CALCULATORS

Calculators will be assigned to all students in a similar manner as textbooks. Scientific Calculators will be given to all 7th grade students and must be returned at the end of their 7th grade accelerated class or 8th grade math class. Graphing calculators will be assigned to all 9th grade students and 8th grade accelerated students. Students will maintain possession of their graphing calculators throughout their high school career as long as they are enrolled in a math course. If a calculator is lost, stolen, or damaged, it is the responsibility of the students to purchase a new calculator.

612.30 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 any 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.

CARLE PLACE UNION FREE SCHOOL DISTRICT

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For Special Education and Pupil Personnel Services

Dr. Bryan Frank
Executive Director of Instructional Technology

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Mr. Gerald Baratta Jr., Assistant Principal

Mr. Allen Foraker, Assistant Principal