

LaFargeville Central School

Student Handbook

(315) 658-2241

www.lafargevillecsd.org

ADMINISTRATION

Mr. Travis W. Hoover, Superintendent

Mr. Steven Newcombe, Secondary Principal

Mrs. Jaycee Welsh, Elementary Principal

PUPIL SERVICES

Mrs. Sara Henry, School Counselor

Mrs. Caitlyn Scordo, School Counselor

Mrs. Cheryl Miller, School Psychologist

Mrs. Susan Bogart, School Nurse

LaFargeville Central School Student Expectations:

1. Be on time for school and all classes
2. Keep your planner in your possession at all times
3. Remember that attendance correlates with success
4. Display good manners towards others, their personal space and property
5. Be polite, respectful and do your best

LCS Computer Network Student Account:

username: firstname lastname example: johnsmith

password: student lunch ID example: 9999

Bell Schedule

Announcements	8:13	-	8:15
Period 1	8:17	-	9:01
Period 2	9:04	-	9:46
Period 3	9:49	-	10:31
Period 4a	10:34	-	10:55
Period 4b	10:55	-	11:16
Period 5a	11:19	-	11:39
Period 5b	11:42	-	12:02
Period 6a	12:05	-	12:25
Period 6b	12:28	-	12:48
Period 7	12:51	-	1:33
Period 8	1:36	-	2:18
Period 9	2:21	-	3:05
Announcements	3:03	-	3:05

Two Hour Delay (No AM Pre-K):

- 10:10 - Buses unload
- 10:15-10:27 – Period 1
- 10:30-10:55 - Period 1, 2, or 3 on a rotating basis
- 10:58-11:16 – Period 4b
- Periods 5-9 run as normally scheduled

One Hour Delay:

- 9:10 - Buses unload
- 9:15-9:46 – Period 1
- 9:49-10:19 – Period 2
- 10:22-10:52 – Period 3
- 10:55-11:16 – Period 4b
- Periods 5-9 run as normally schedule

BOCES DELAY/CLOSING SCENARIOS:

1) A.M. BOCES Students:

- **LCS is closed** – no school at LCS or BOCES
- **LCS 2 hour delay, no A.M. BOCES, or only BOCES closed** – no A.M. BOCES, but P.M. classes at LCS are required. If the parent chooses to bring the student in late, that is fine, but there will be a place for the students to study here at school should they arrive with the other students.
- **LCS or BOCES 1 hour delay** – both programs begin an hour later

2) P.M. BOCES Students:

- **LCS is closed** – no school LCS or BOCES
- **LCS 1 or 2 hour delay** – adjusted schedule at LCS, PM BOCES as normal
- **BOCES 1 hour delay or No A.M. BOCES** – no effect
- **BOCES close early or only BOCES closed** – A.M. classes required and students will have a P.M. study area or may be picked up if signed out by parents

3) ACES Students:

- **LCS or BOCES closed** – no school at ACES
- **LCS 2 hour delay or No AM BOCES** – ride 11:30 BOCES bus to program. If the parent chooses to bring the student in at 11:30, that is fine, but there will be a place for the students to study here at school should they arrive with the other students.
- **LCS or BOCES 1 hour delay** – both programs begin an hour later

Note: If BOCES is cancelled, then student-athletes only need to be in attendance for his/her scheduled LCS classes to remain eligible to participate.

FORWARD

This handbook is designed to provide an outline of the LaFargeville Central School District's policies and procedures. The handbook is not an exclusive statement regarding the district's policies and procedures and student rights and responsibilities, yet it provides a brief summary of them.

ACADEMIC INFORMATION

This section provides students with a summary of academic information and requirements.

Students in grades 3 through 6 will receive instruction designed for them to attain the NYS learning standards in:

- ELA – English Language Arts, which includes reading, writing, listening, and speaking
- Social Studies, including Geography and US History
- Math, Science, and Technology
- Arts, including Visual Arts and Music
- Career Development and Occupational Studies
- Health and Physical Education

Students in grades Middle School will receive instruction to enable them to achieve the following learning standards:

- ELA – 2 units of study
- Social Studies – 2 units of study
- Math – 2 units of study
- Science – 2 units of study
- Foreign Language (Spanish or French) – 1 unit of study
- Technology – 1 unit of study (partially embedded in core courses)
- Home and Career Skills – $\frac{3}{4}$ unit of study
- Health Education – $\frac{1}{2}$ unit of study
- Physical Education – 1 unit of study
- Arts – $\frac{1}{2}$ unit of study ($\frac{1}{4}$ unit in visual arts and $\frac{1}{4}$ unit in music)
- Library and Information Skills – Equivalent to 1 period per week (embedded in all courses)

Students in grades 3-8 are also required to take NYS Math, ELA and Science (grades 4 & 8 only) exams.

ELA – April 11-13; **Math** – May 1-3; **Science (Grades 4 & 8)** – Performance May 23-June 1 and Written – June 4

*In addition, students in grade 8 will take the French/Spanish proficiency exam on Monday, June 18, 2018.

Required Classes for Students in Grades 9-12 (To earn 22 credits for a Regents Diploma):

English – 4 credits

Social Studies – 4 credits

Math – 3 credits

Science – 3 credits (one must be Living Environment and one a Regents Physical Science)

Physical Education – 2 credits

Foreign Language – 1 credit

Health – $\frac{1}{2}$ credit

Art/Music – 1 credit

Electives – 3 $\frac{1}{2}$ credits

In addition to the 22 total credits above most students need to pass the following Regent's Examinations:

Common Core Algebra

Global Studies

US History & Government

Living Environment **or** a Physical Setting Science Course (Earth Science, Chemistry or Physics)

Common Core English

Off-Campus Classes: Students taking classes at school sites other than the LaFargeville Central School must use the school bus transportation that is provided by the school district (i.e. students may NOT drive to BOCES).

New York State Diplomas: New York State is currently issuing three types of High School Diplomas (Local, Regents, and Regents Diploma with Advanced Designation). The Regents exams taken along with the students' scores and whether or not he/she has an IEP, will determine which diploma is earned as follows: Local Diploma – Only available for students with IEP's; Regents Diploma – Score 65 or above on all 5 required exams; Advanced Regents Diploma* – Score 65 or above on all 9 required Regents Exams (8 Regents exams and the Checkpoint B LOTE exam)

Notes on Diploma Types:

*To attain a Regents Diploma with Advanced Designation a student must pass Living Environment and any other Physical Science (Earth Science, Chemistry, or Physics) and 2 additional Regents Exams in Math (Geometry and Algebra 2 / Trigonometry). In addition, a student must take (2) additional Foreign Language courses or a Career and Technical Education Track (BOCES) with Career and Financial Management.

**To obtain a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors a student must obtain an overall average score of 90 or more on each of the required Regents Exams.

***Regents Exams can only be taken at the date and time designated by the New York State Department of Education. June, August and January

****Additional Honors of Mastery in Math, Science or Math and Science can be earned if a student take (3) Regents exams in Math and / or 3 Regents exams in Science, earning an 85 on each Regents

*****A Career and Technical Endorsement is an added diploma honor for a student who completes an approved vocational program; passing a technical assessment (written and skills) along with a project and internship

*****Students with disabilities have the opportunity to earn exiting credential (non-diplomas): Skills and Achievement Commencement Credential or NYS Career Development and Occupational Studies (CDOS) Commencement Credential

Core Lab/Advisement: Core Lab/Advisement attendance is regarded in the same light and considered as important as class attendance. With regards to Core Lab attendance, students must report directly to Core Lab. Students who choose to go to the library must have a pass signed by the Core Lab teacher and must sign in on the attendance sheet in the library.

Adding/Dropping a Course: Students have a 10 day probationary period from the start of the school year to either add and/or drop a course. After that period, students are not allowed to add a course. During this 10 day period, a student may also drop a course without it affecting his/her overall grade. If after that period a student wishes to drop a course, he/she will be dropped with an "F" as a grade for the remainder of the course.

Repeating a Course: Students in grades 9-12, repeating a course they previously failed, may choose to try to complete the course in January. In order to pass in January, students must have a 65% average using the following formula: $\frac{1}{3}$ – final mark from previous year, $\frac{1}{3}$ – semester's work, and $\frac{1}{3}$ – final examination.

Academic Integrity: Students are reminded that the LaFargeville Central School District promotes the highest standard of academic integrity. Plagiarism or any other form of cheating is unacceptable and not allowed. In addition, students may be subjected to corrective actions. All research must be properly used and explained. The use of other students' work is prohibited unless specifically directed by a teacher.

Grading: A students' final average will determine whether they pass or fail a course. For a full year course the average will be determined by weighting the final or Regents exam as 20% and counting each of the term grades as 20% (for a half year course the term grades would be 40% each). The minimum passing grade will be 65%.

Grade Reporting: Report card grades are each issued 4 times at 10-week intervals and with Parent Portal both parents and students can see immediate grade changes as they are made in the teacher's grade book. Grade reports are accessible via the Parent Portal system as well and will only be mailed home if requested by the parent by contacting the Guidance Assistant at 658-2241 ext. 10.

Homework: Homework assignments support clearly defined school and classroom objectives as well as the New York State learning standards. Homework is used to reinforce specific skills and enhance school experiences by broadening a student's understanding of concepts and skills. Students who do not complete assignments may be required to stay after school to make up assignments

Academic Intervention Services: Academic Intervention Services (AIS) are designed to provide students with support services because they have: displayed a need on state and/or local tests, performed below proficiency in class, and/or exhibited a historical need. AIS may include: AIS classes, summer school, repeated courses, pull-out services, push-in services, and/or reduced class size. The objectives are to improve student performance and achievement. When student performance reaches a level of proficiency and the teacher displays confidence in the student's potential achievement, the student may be offered the opportunity to be taken out of AIS.

LCS Distance Learning (DL) Program Guidelines: Students who qualify and are accepted by JCC will be allowed to take college level courses to satisfy the fourth year Social Studies graduation requirements in lieu of LaFargeville Courses. Macroeconomics (ECO 101) and Political Science (POL 121) will replace Economics and Government. Elective courses in Psychology (PSY 133) and Sociology (SOC 144) will also be offered with JCC approval.

Admission Requirements for DL Courses: Requirements for admission into DL Courses are determined by JCC and change on a yearly basis. Please check the Guidance Website at www.lafargevillecsd.org for updated requirements.

Student Responsibilities: Students are expected to maintain at least a C average in all DL coursework.

- a. Any student who receives a D or F for a midterm grade will be required to complete a contract for academic success and will be enrolled in the LCS class equivalent with the option of also maintaining current DL enrollment until the end of the semester, if scheduling permits.
- b. Any student who receives a D or F as a final grade in a first semester course will not be allowed to continue with the second DL course in that sequence and will be returned to the LCS class equivalent.

Students will be expected to sign a DL CODE of Conduct prior to admittance. Students who violate the rules/expectations outlined in this document will be dropped from the DL program and will return to regular classes for the remainder of the year.

National Honor Society: Membership in the LaFargeville Central School Chapter of the National Honor Society will be open to juniors and seniors only. The induction ceremony will be held in the spring.

The academic requirement set by the National Honor Society is based on a student's cumulative grade point average. Currently students who have a cumulative grade point average of 88% or higher meet the scholastic requirement for membership into the National Honor Society as established by its roles and the actions of the LaFargeville Central School Faculty Council. These students are then eligible for consideration on the basis of leadership, service and character. Membership will never be considered on the basis of grades alone. Students who are eligible scholastically will be notified that for further consideration for selection in the National Honor Society they must submit a resume, service verification form, and essay that clearly indicate why they should be considered. An interview may be scheduled for each individual candidate as requested by the Faculty Council.

All faculty members will be invited to fill out a rubric on the candidate's commitment to the ideals of character, leadership, and service. The resume and essay will be reviewed by the faculty council and a rubric based point system will be used to determine if the candidate meets the requirements of the National Honor Society. To maintain membership through the remainder of the student's career at LCS, the student must maintain a cumulative grade point average of 88%, participate in NHS service activities, and continue to uphold the ideals of the National Honor Society.

Attendance: There is a strong relationship between attendance and student performance. Students are responsible to attend all of their scheduled classes and participate. It is the student's responsibility to make up any work missed when absent. Tardiness to school will be disciplined in the same manner as tardiness to class whether the student is accompanied by a parent or not. (Lunch detentions will be assigned beginning with the 3rd unexcused tardy and the punishment will be progressively increased if the tardiness continues). In case of an absence, a student needs to bring in an excuse that must include: date of absence, reason for absence, and parent/guardian signature. The objectives of the attendance policy are to have students: learn the subject matter, increase his/her performance, develop responsible habits, and prepare them for the world of work.

ABBREVIATED CODE OF CONDUCT

The complete Code of Conduct is available in the LaFargeville Central School District's Board of Education Policy and Procedure Manual and is explained to students during the first week of entry into school. It is considered part of the school agenda. It provides valuable information to students, parents/guardians, and staff members. The following is a summary of the Code of Conduct:

Maintenance of Public Order

- No bullying, threatening or intimidation
- No harassment
- No damaging property
- Must sign in upon entering the building after 1st period begins
- No entering classrooms, faculty rooms, or offices without permission
- Follow staff members' requests
- Vehicles may not obstruct traffic
- No possession/distribution of contraband
- No apparel or signs promoting profanity, suggestive innuendos, contraband, and/or language that constitutes a disruption to the educational setting and process
- No inciting prohibited acts
- No violating the law

Prohibited Student Conduct

- Any violation of the law
- Bullying, threatening, intimidation, harassment, or fighting
- Destruction or defacement of property
- Vandalism
- Trespassing
- Insubordination
- Selling/possession of contraband including electronic cigarettes
- Being under the influence
- Smoking or chewing tobacco or similar products
- Promoting profanity, suggestive innuendoes, contraband, and/or language that disrupts the educational setting and process
- Incitement
- Disrespect
- Inappropriate displays of affection
- Sexual harassment
- Falsifying a report
- Plagiarism, cheating or gambling
- Possession or distribution of medication
- Use of electronic devices in the classroom except when permitted by the teacher
- Other insubordinate or disorderly conduct

Corrective Measures (Discipline)

The following range of corrective/disciplinary measures can be imposed individually or in combination for violations of the Code of Conduct. The corrective/disciplinary measures include:

- Verbal/Written Warning
- Time Out
- Written Notification to Parents/Guardians
- Probation
- Detention
- Suspension from social or extracurricular activities
- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Alternative Education
- Exclusion from Class
- Expulsion, after Superintendent's Hearing

Prohibited Language

- Verbally abusive and/or harassing
- Profanity and swearing
- Racial epithets and other discriminatory remarks
- Loud and disruptive
- Lewd and suggestive
- Threatening or argumentative

Student Searches: The superintendent, principal, school nurse, and/or other school officials have authority 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's Code of Conduct.

School Lockers and Desks: School lockers and desks are the property of the LaFargeville Central School District and are available under the following conditions:

- Students are warned not to keep personal items of value in their desks or lockers
- A copy of the lock combination or key, as well as the locker number will be retained in the main office
- Articles of inappropriate nature shall not be place in school lockers or desks at any time
- Each school locker and desk shall be subject to inspection by school officials at any time, without advanced notice or permission of the student using them
- Students are to use only those lockers or desks assigned to them by a school official. Combinations to school lockers should not be given out to others, because locker security can be a problem. LaFargeville Central School cannot be responsible for the loss and/or theft of personal property kept in lockers or desks.

Student Dress Code: Our community takes pride in the appearance of our students. Clothes can reflect the quality of the school, conduct, and schoolwork. Students are expected to dress in a manner that is appropriate for the educational setting. The following are items deemed inappropriate and unacceptable on school property, school buses, and at school functions:

1. Revealing, see-through or tight clothing, including but not limited to clothing that leave visible:
 - Underwear, Bare tops, Bare midriiffs and/or sides, High thighs
2. Clothing, jewelry, body piercing or markings that are inappropriate, present a safety hazard (i.e. in physical education or when participating in sports), or are disruptive to the educational process and/or specific trade setting;
3. Outdoor clothing (unless worn for a specific trade setting or medical reason);
4. Gang-related attire and/or jewelry;
5. Clothing and jewelry bearing inappropriate, lewd, profane, suggestive, drug, alcohol, tobacco, and/or any related messages;
6. Hats worn inside the school except for medical or religious purposes or for a specific purpose or trade setting; Hats worn to school are to be stored in the student's locker and are not to be carried in the halls.
7. Straps must be lasagna in width, no tank tops for boys, nor spaghetti straps for girls;
8. Clothes are to be worn as they are designed (ie. boy's pants worn on the waist, hooded sweat shirt over the body and both arms)
9. Headsets/ear buds/headphones/electronics (including when not on/in ears)
10. Backpacks (during the school day – 8:15 AM - 3:05 PM)

Students who violate the school's dress code shall be required to modify their appearance by replacing, covering and/or removing the offending item. Any student who refuses to do so shall be subject to corrective measures/discipline.

Working Papers: Everyone under 18 years of age and older than 13 years of age who wishes to work in New York State needs working papers. They are to be obtained in the following manner:

1. Obtain an application in the main office from the Guidance Secretary
2. Follow the procedure as directed on the application
3. Have a physical. All students are required to have physicals (either by their own doctor or the school physician). Sports physicals are allowed for this purpose.
4. Upon completion of the application, return it to the main office with proof of age.

Cell Phones/Electronics

- Cell Phones and other electronics are not permitted to be used in the classrooms and are considered a privilege to possess on school property.
- If a cell phone or electronic device is seen or heard in the classroom, staff may confiscate the device and deliver it to the principal or other administrator where the administrator may keep the device until it can be picked up by a parent/guardian.
- Playing of music, use of speakerphones, or any disruptive noises are not permitted in the school and may result in the electronic device being confiscated.
- Recordings (audio, video, or photographs) of any sort on school property are not permitted and will result in loss of the cell phone privilege.
- If a student is found to have his/her cell phone or electronic device out during a local or state exam, the student may receive a 0 on that exam.
- The school district is not responsible for any cell phones or electronics brought on school property.
- All electronic devices are legally considered “electronic backpacks” and therefore are subject to be searched.
- The Cell Phone/Electronics privilege can be revoked for misuse at any time by administrative action.

Release of Information: Federal Law prohibits school districts from releasing a student’s information without the student’s and/or a parent/guardian’s permission. Students who wish to have the school release information, such as a transcript to colleges or employers, must obtain the proper release form. However, under Federal Law, military officers have the right to the name, addresses and phone numbers of junior and seniors. Those who do not wish to have their names released must complete an OPT out form and return it to the principal by October 1st.

Early Dismissal: Students leaving school must be picked up by a parent/guardian or his/her designee and must be signed out in the main office. The only exception is for seniors. As a privilege, seniors can have his/her parent/guardian sign a waiver so he/she can be dismissed with a verified parent note and/or a phone call for legitimate reasons on a limited basis. Students dismissed early are not allowed to transport other students. If this privilege is abused, the driving and early dismissal privilege can and will be revoked.

Visitors: All visitors must report to the main office upon arrival and sign in. Student visitors are not allowed to attend classes. Student visitors participating in school functions or activities may be given a pass after filling out the appropriate paperwork and allowed at school events only with the permission of either the principal or superintendent.

Medication: In compliance with state and federal guidelines and to protect the students within the school, it is important to note:

- Only a school nurse or authorized school official may dispense medication
- In order for the school nurse or authorized school official to dispense medication, the school must have on file a written request from the parents/guardians and a written order from the prescribing doctor
- Students are at no time allowed to possess or administer medication to themselves or others

Transportation: For the safety and enjoyment of our students to and from school, students are to abide by the following rules:

- Enter and exit the bus in an orderly manner
- Keep the aisles clear
- Remain seated until the bus comes to a complete stop
- Talk softly and use appropriate language
- Do not throw items
- Do not distract the driver
- Follow the school’s Code of Conduct
- Follow the bus driver’s directions

Library Media Center: The library-media center is an important part of the school curriculum. Classes use it as part of their program. In addition, students are encouraged to visit the library-media center during study hall periods. In the library-media center, students must sign-in. They should have a destination pass and be prepared to work. Students must abide by the school’s policies and procedures, as well as the Code of Conduct.

Field Trips: If a student attends a field trip, the student must do the following:

- Complete and return a parental permission form signed by a parent/guardian and an emergency medical form
- Follow and stay with chaperones throughout the field trip
- Follow the school's Code of Conduct during the field trip. Failure to do so may subject the student to corrective action(s) and/or the exclusion from future trips.

Computers/IPads: Computers or iPads are available throughout the school for the purpose of providing students the opportunity to conduct research, use software to complete assignments, and reinforce instruction. It is important to note that the LaFargeville Central School District has a district policy in regards to the use of the district's computers and its' network, the BOCES Regional computer network, and the Internet to promote appropriate use. Therefore, the following rules (netiquettes) are established:

- Students must use equipment and information networks that are legally acquired (i.e. software, databases, web pages, or networks).
- Students may not use equipment and information networks for commercial purposes, individual profit or gain, private business advertisement or political lobbying.
- District staff may monitor the use of computers and information networks by students.
- Students may not access or disseminate information that is illegal, defamatory, abusive, offensive, and/or adult-oriented
- Students must abide by all copyright laws
- Altering computer settings established by the school's staff members and/or the BOCES Regional Center is prohibited
- Students may not reveal or disseminate their file, nor access another user's files.
- Students must respect and value the computers and information networks. Damaging them is prohibited. This includes written and/or using programs that will infiltrate the computer system or damage the computer hardware
- Students may not circumvent the district's security system

Consequences for violations of the rules (netiquettes) include the following:

- The principal may impose corrective measures
- The district may terminate a student's access to the network at any time without prior notice. This is completely at the district's discretion.

In addition, suspected misuse of the computers and information networks will be reported to the principal. The principal will notify the parents/guardians and review the case. After reviewing the details of the case, if necessary, the principal will make a recommendation to the superintendent, who will determine the final decision and actions.

Accident Reporting: All accidents occurring on school property during school hours should be reported to your instructor. Accident reports shall be filed immediately. Any dangerous conditions should be reported to your instructor.

Emergency Procedures: Your instructor will provide you with instructions to follow during an emergency situation. It is critical that you understand and follow your instructor's directives. Your safety and the safety of others may depend upon your ability to follow these instructions during an emergency.

Student Dropouts: Students who choose to drop out of school will not be allowed to attend or participate in extra-curricular school activities for a period of one year beginning the day the student is officially dropped from school. Students that re-enroll will be allowed to attend extra-curricular school activities provided that they remain in good standing.

Extra Curricular Eligibility Policy: All Extra-Curricular activities are considered to be a privilege and can and will be taken away based on student behavior in school at the administrator's discretion. ALL students must be on time and in attendance for a full day to participate in or attend any night, after school or non-curricular activity that day unless he/she receives administrative approval. Students that are in In-School Suspension will not be eligible to participate or attend any after school, non-curricular activity on the day in which they are scheduled to serve. If suspended out of school, then he/she will not be eligible to participate for 1 calendar week following his/her return to school (ex. if he/she returns to school on Wednesday then he/she is eligible again the following Wednesday).

Academic Eligibility: Academics are a priority at LCS and students are only eligible to participate in extra-curricular activities if he/she is completing his/her work. Academic progress will be reviewed weekly (first day of school each week) to determine participation status and will be based on a cumulative quarterly average. Students will be notified by his/her coach/advisor or the principal or his/her designee. All students will be allowed to participate until the first list is printed during the second week of school.

Status	Criteria	Level of Participation
Regular	No course failures	<u>Full Participation</u>
Warning	1 course failure	<u>Full Participation.</u> Student is expected to show effort to improve and it is recommended that this student attends extra help sessions.
Probationary	2 Course failures	<u>Partial Participation</u> Student can practice and attend social activities but cannot play in games or participate in productions Student is expected to dress and be on the bench supporting his/her team at all games. Student is expected to attend all after school sessions and coaches are expected to encourage this.
Ineligible	3 or more courses failed	<u>Ineligible.</u> No participation in any extracurricular activities including social activities until the next list is printed the following week.

The Extra Curricular Eligibility Policy will be discussed with students on the first day of school.

STUDENT HARRASSMENT AND BULLYING PREVENTION AND INTEVENTION REGULATION

The Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses and at all school-sponsored activities, programs and events.

Bullying -In order to facilitate implementation, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”), which is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group. Bullying often includes the following characteristics:

1. **Power imbalance** - occurs when a bully uses his/her physical or social power over a target.
2. **Intent to harm** - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. **Threat of further aggression** - the bully and the target believe the bullying will continue.
4. **Terror** - when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.” (Barbara Coloroso, *The Bully, The Bullied & The Bystander*, 2003)

There are at least three kinds of bullying: verbal, physical and social/relational.

- Verbal bullying includes name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications (“cyberbullying”), anonymous notes, etc.
- Physical bullying includes poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.
- Social or relational bullying includes excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

The New York State Education Department provides further guidance on bullying and cyberbullying prevention on the following website: http://www.p12.nysed.gov/technology/internet_safety/documents/cyberbullying.html

Discrimination: Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as listed under *Harassment* as defined below).

Harassment: Harassment has been defined in various ways in federal and state law (including the penal law) and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent behaviors from escalating to violations of law and, instead, to promote a positive school environment and limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as 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 well-being; 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. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth. Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

Hazing: Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Prevention: Prevention is the cornerstone of the district's effort to address bullying and harassment. The components of such an effort involve the following:

- Following the principles and practices of "*Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State* – Adopted by the Board of Regents July 18, 2011." District curriculum will emphasize developing empathy, tolerance and respect for others.
- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying.
- Gathering information about bullying at school directly from students (through surveys and other mechanisms); analyzing and using the data gathered to assist in decision-making about programming and resource allocation.
- Establishing clear school wide and classroom rules about bullying consistent with the code of conduct.
- Training adults in the school community to respond sensitively and consistently to bullying.
- Raising awareness among adults, through training, of the school experiences of marginalized student populations (as enumerated in the *Definitions* section above), social stigma in the school environment, gender norms in the school environment, and strategies for disrupting bullying, intimidation, harassment or other forms of violence.
- Providing adequate supervision, particularly in less structured areas such as in the hallways, cafeteria, school bus and playground.
- Raising parental awareness and involvement in the prevention program and in addressing problems.
- Using educational opportunities or curriculum, including, if applicable, the Individual Educational Program (IEP), to address the underlying causes and impact of bullying.

Role of the Bullying Prevention Coordinator (BPC): The Board of Education will annually designate a staff member, who has been thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex, as the Bullying Prevention Coordinator (BPC), accountable for implementation of this policy. The BPC will be responsible for coordinating and enforcing this policy and regulation in each school building, including but not limited to coordination of: the work of the building-level committees; professional development for staff members and, the complaint process, and management of the Dignity Act's civility curriculum components.

Reporting and Investigation: In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of bullying report such behavior immediately to the principal, the principal's designee or the Bullying Prevention Coordinator as soon as possible after the incident so that it may be effectively investigated and resolved. The district will also make a bullying complaint form available on its website to facilitate reporting. The district will collect relevant data from written and verbal complaints to allow reporting to the Board on an annual basis.

The district will promptly and equitably investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation. In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective and possibly disciplinary action will be taken in accordance with this code of conduct, applicable collective bargaining agreement, district policy and state law. If the reported behavior constitutes a civil rights violation, the complaint procedure associated with that policy will be followed, as applicable. If either of the parties disagrees with the findings of the initial investigation, an appeal may be made to the Superintendent in accordance with the process described below.

Confidentiality: It is district policy to respect the privacy of all parties and witnesses to bullying. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's desire for confidentiality must be balanced with the district's legal obligation to provide due process to the accused, to conduct a prompt and thorough investigation, and/or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that: the request may limit the district's ability to respond to his/her complaint; district policy and federal law prohibit retaliation against complainants and witnesses; the district will attempt to prevent any retaliation; and the district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the bullying and preventing the bullying of other students.

Investigation and Resolution Procedure

A. INITIAL (BUILDING LEVEL) PROCEDURE

Whenever a complaint of bullying is received whether verbal or written, it will be subject to a preliminary review and investigation. Except in the case of severe or criminal conduct, the principal, the principal's designee or the Bullying Prevention Coordinator shall make all reasonable efforts to resolve complaints informally at the school level. The goal of informal procedures is to end the bullying, prevent future incidents, ensure the safety of the target and obtain a prompt and equitable resolution to a complaint.

As soon as possible, but no later than three working days following receipt of a complaint, the principal, the principal's designee or the Bullying Prevention Coordinator should begin an investigation of the complaint by: Reviewing any written documentation provided by the target(s); Conducting separate interviews of the target(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations; Providing the alleged perpetrator(s) a chance to respond and notify him/her that if objectionable behavior has occurred, it must cease immediately. The individual will be made aware of remediation opportunities as well as potential disciplinary consequences; determining whether the complainant needs any accommodations to ensure his/her safety, and following up periodically until the complaint has been resolved. Accommodations may include, but are not limited to: A "permanent" hall pass that allows the student to visit a designated adult at any time; Access to private bathroom facilities; Access to private locker room facilities; An escort during passing periods; If the student feels unsafe in a specific class, an opportunity for individual tutoring or independent study until the case is resolved; An opportunity for independent study at home with district-provided tutor until the case is resolved; Permission to use personal cell phone in the event that the student feels threatened and needs immediate access to parent or guardian; Assignment of a bus monitor.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued. Parents of student targets and accused students should be notified within one school day of allegations that are serious or involve repeated conduct. Where appropriate, informal methods may be used to resolve the complaint, including but not limited to: discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop; suggesting counseling, skill building activities and/or sensitivity training; conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior; requesting a letter of apology to the target; writing letters of caution or reprimand; and/or separating the parties. Appropriate disciplinary action shall be recommended and imposed in accordance with district policy, the applicable collective bargaining agreement or state law. School districts should make every effort to attempt to first resolve the misconduct through non-punitive measures. The investigator shall report back to both the target and the accused within one week notifying them, as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint as allowed by privacy law. The actions taken will be in conformance with the *Remediation/Discipline/Penalties* section of this regulation. The target shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against him/her. If a complaint contains evidence or allegations of serious or extreme bullying, or a civil rights violation, the complaint shall be referred promptly to the Superintendent. The complainant will also be advised of other avenues to pursue their complaint, including contact information for state and federal authorities. In addition, where the principal, the principal's designee or the Bullying Prevention Coordinator has a reasonable suspicion that the alleged bullying incident involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact the school attorney, appropriate child protection and, if appropriate, law enforcement authorities. Any party who is not satisfied with the outcome of the initial investigation may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. DISTRICT LEVEL PROCEDURE

The Superintendent or his/her designee shall promptly investigate and equitably resolve all bullying complaints that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to an appropriate independent individual for investigation. The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President. In conducting the formal district level investigation, the district will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigating such complaints. If a district level investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior in accordance with the *Remediation/Discipline/Penalties* section of this regulation. No later than 30 days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the target and alleged perpetrator, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint. Any party who is not satisfied with the outcome of the district-level investigation may appeal to the Board of Education by submitting a written request to the Board President within 30 days.

C. BOARD LEVEL PROCEDURE

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. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within 15 school days of the receipt of the request of the complainant. The Board shall render a decision in writing within 15 days after the hearing has been concluded. The district shall retain documentation associated with complaints and investigations in accordance with Schedule ED-1.

Retaliation Prohibited: Any act of retaliation against any person who opposes bullying behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified assisted, or participated in any manner in an investigation, proceeding, or hearing of a bullying complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or

physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action up to and including suspension or termination.

Remediation/Discipline/Penalties: Any individual who violates this policy by engaging in bullying will be subject to appropriate action, which may include disciplinary action. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to: Restitution and restoration; Peer support group; Corrective instruction or other relevant learning or service experience; Changes in class schedule; Supportive intervention; Behavioral assessment or evaluation; Behavioral management plan, with benchmarks that are closely monitored; Student counseling; Parent conferences; or Student treatment or therapy. Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with this Code of Conduct and applicable law. **Employees:** Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights. **Volunteers:** Penalties may range from a warning up to and including loss of volunteer assignment. **Vendors:** Penalties may range from a warning up to and including loss of district business. **Other:** Penalties may range from a warning up to and including denial of access to school property

Policy Dissemination: All students and employees shall be informed of this policy in student and employee handbooks, on the district website and/or student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school. All employees shall receive information about this policy and regulation at least once a year. Principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures for filing a complaint and information about the impact of bullying on the target and bystanders.

Training: Training needs in support of this bullying prevention and intervention program will be reflected in the district's annual professional development plan, new teacher orientation, in curriculum and will be considered in the budget process. The bullying prevention coordinator, administrative employees and other staff, such as counselors or social workers who have specific responsibilities for investigating and/or resolving complaints of bullying shall receive yearly training to support implementation of this policy, regulation and on related legal developments.

Students Bill of Rights and Responsibilities: Students shall be given due process, and shall have other rights, as set forth in Education Law and other legal authorities. Included among these rights are the right of the student to present his/her version of relevant events to teachers and other school officials in connection with his/her removal from a classroom, or suspension from school, or imposition of any other sanction for which some form of due process is legally required.

It shall be the responsibility of all LCS students to:

- Be familiar with and abide by all district policies, procedures, rules, and regulations pertaining to student conduct;
- Work to the best of his or her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
- Conduct himself/herself when participating in or attending school-sponsored extracurricular event to hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions as a representative of the district;
- Seek help in solving problems that might lead to discipline procedures;
- Contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
- Make constructive contributions to the school, and to report fairly the circumstances of school-related issues;
- Be polite, be respectful, and do his/her best.