



**Lawrence Middle School  
At Broadway Campus  
CODE OF CONDUCT  
2020-2021**

**LAWRENCE MIDDLE SCHOOL**  
**At Broadway Campus**  
**195 Broadway**  
**Lawrence, New York 11559**  
**Telephone: 295-7021/7103**

**MIDDLE SCHOOL ADMINISTRATORS**

**Willis Perry**  
**Principal**

**Kathleen Graham**  
**Assistant Principal**

**Brett Kornblum**  
**Assistant Principal**

**DISTRICT ADMINISTRATORS**

**Ann Pedersen, Ed.D.**  
**Superintendent of Schools**

**Jeremy Feder**  
**Assistant Superintendent for Business & Operations**

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## **LAWRENCE MIDDLE SCHOOL AT BROADWAY CAMPUS MISSION STATEMENT**

The mission of the Lawrence Middle School at Broadway Campus with its richly diverse community assumes the responsibility to ensure that all students experience academic success which will help to motivate them to positively contribute to our ever-changing society. We are well aware of the special needs of the pre and early adolescent as he/she enters a period of intense rapid change physically, emotionally and socially. We will assist our students in their development towards becoming responsible citizens by providing an environment that fosters academic, social, emotional and physical growth.

The Lawrence Middle School at Broadway Campus provides a balanced learning experience, stressing a clearly defined program of studies and activities, which includes basic skill development, utilization of technology as well as a variety of enrichment opportunities. We want to make certain that each student is prepared for their next educational step – high school. It is our main goal that each student has the opportunity to reach his or her potential.

## **LAWRENCE MIDDLE SCHOOL AT BROADWAY CAMPUS CORE VALUES**

### ***LAWRENCE MIDDLE SCHOOL AT BROADWAY CAMPUS IS R.I.C.H. IN CHARACTER***

#### **R.I.C.H.**

**Respect**

**Integrity (Academic Integrity)**

**Caring**

**Honesty**

Lawrence Middle School at Broadway Campus established core values in September 2013. The acronym R.I.C.H. was created to represent character in our middle school – RESPECT, INTEGRITY (integrity of academic performance, doing your best in class every day, completing homework, studying, etc.), CARING and HONESTY.

Every student and staff member must pledge to honor these core values and live by them for the school year and beyond. Students who demonstrate these core values are recognized and students who act inappropriately are required to reflect on their behavior and write which core value they did not pay attention to.

## **A COMPREHENSIVE APPROACH TO DISCIPLINE**

### **Our Goal**

The education of **all** children in a caring and mutually respectful manner is conducive to a SAFE and HEALTHY learning environment at the Lawrence Middle School at Broadway Campus. A comprehensive approach to discipline serves to facilitate and motivate student behavior in a manner that is consistent with "whole child" growth (academic, social and emotional). Our goal is to create a community of learners while building our students' self-esteem. We need to establish within our children a sense of inherent pride and moral satisfaction in the desire to act respectfully and responsibly in getting along with others in our community. We must recognize the need of all children to belong to the family of our school community as we help them choose appropriate behavior. To this end, the Lawrence Middle School at Broadway Campus has developed a document for middle-level children that integrates New York State Standards of Conduct and Uniform Disciplinary Measures, the Lawrence School District Code of Conduct Policy #5300 and the Lawrence Middle School at Broadway Campus Discipline Procedure Booklet.

Moreover, it is the mission of the Lawrence Middle School at Broadway Campus to reduce acts of violence through SEL programs, conflict resolution and peer mediation with the support of our well trained staff. Thus, teachers, administrators, children, parents/guardians and members of the school community will be encouraged to participate in instructional programs that foster a better understanding of the concepts of this document. The instruction will be systematically integrated into the school's subject classes, assembly programs, principal newsletters, website, parent workshops and professional development. The implementation of this comprehensive approach to discipline will be achieved via a team approach that may consist of administrators, teachers, deans, pupil support personnel and community members.

The Board of Education 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. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **A. Student Rights**

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Use physical force in self defense in accordance with section 35.15 of the Penal Law of the State of New York, except when the assistance of a member of the faculty or staff is available to peacefully resolve a potential conflict.

### **B. Student Responsibilities**

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
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 and strive toward their highest level of achievement possible.
5. Seek appropriate help in solving problems that might lead to discipline. Where a student is under threat of physical force or an actual attack of physical force:
  - a. He/she shall seek the assistance of a member of the faculty or staff for the purpose of attempting to peacefully resolve such potential conflict.

- b. If that assistance is not available at the time of the threat or actual attack of physical force, the student who is the subject of the threat of or actual attack of physical force by another person shall have the right to use reasonable physical force solely for the purpose of defending him/herself and only to the degree necessary to deter the threat of or actual attack of physical force by such other person. The threat or application of defensive “reasonable force” shall be determined by the facts of each incident, but in no event shall reasonable force constitute a threat or use of actual force in excess of that necessary to deter the threat of or actual attack of force by such other person. Any threat of or actual force used to excess of reasonable force or the amount of force necessary to deter the threat of or actual attack of physical force by such other person shall be deemed to constitute the use of aggressive physical force against such other person.
- 6. Comply with directives given by teachers, administrators, and other school personnel in a respectful, timely, and positive manner.
- 7. Identify themselves when asked to by school personnel.
- 8. Ask questions when they do not understand.
- 9. Work to develop mechanisms to control their anger.
- 10. Dress appropriately for school and school functions.
- 11. Accept responsibility for their actions.
- 12. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

### **BEHAVIOR IN THE CAFETERIA**

Students must sit at their designated grade and homeroom class tables. Students are not permitted to switch their table assignment without the consent of school staff. All trash at each table must be cleaned up upon completion of meals. Students may, at any time, be asked to assist with dining room clean-up. Students are expected to be “proactive” and to remind friends to pick up after themselves, or to simply pick up and throw trash out if they see someone has forgotten to do so. Students must ask permission to leave the cafeteria. There is to be no yelling, running, throwing of food, swearing or fighting of any sort. Inappropriate behavior in the dining room will not be tolerated. If a child forgets to bring lunch to school, it is not considered an emergency; therefore the child will not be permitted to phone home without authorization from school staff - a school lunch will be provided. (TO BEGIN 2020 ACADEMIC SCHOOL YEAR, STUDENTS WILL EAT IN THEIR CLASSROOMS. RULES STILL APPLY)

### **ELIGIBILITY TO ATTEND AFTER SCHOOL ACTIVITIES**

(please see Policy & Regulation 5230 -Academic Eligibility Requirements For Participation in Extra Curricular Activities located on pages 41-42)

Students may be barred from any after school activity due to academic and/or discipline issues.

## **BEHAVIOR FOR EVENING EVENTS**

Students are expected to demonstrate appropriate behavior within the school building at all times, especially during evening events. All of the school rules and regulations are in effect at any time that the school building is open. This includes the electronic device policy, dress code guidelines, health guidelines and general respect and courtesy. Students who are found to be out of compliance with school rules or regulations after school hours will be held responsible according to the school policies.

## **ELIGIBILITY TO ATTEND THE “MOVING UP” CEREMONY AND OTHER 8<sup>TH</sup> GRADE EVENTS**

**(please see Policy & Regulation 5230 -Academic Eligibility Requirements For Participation in Extra Curricular Activities located on pages 41-42)**

Each year our Middle School 8<sup>th</sup> graders celebrate their “moving up” to the Lawrence High School. This ceremony represents the successful completion of the middle school requirements that are necessary for one’s eligibility to attend the High School.

Any student who is to participate in this ceremony must be in good academic standing during their four years at the Middle School. Each student’s academic record and school lunch account must be cleared in order for a student to be part of this event.

Students who fail two or more courses or have a generally poor academic record may not be able to attend this ceremony. In addition to the academic record, a student’s disciplinary record and the recommendations of their 8<sup>th</sup> grade teachers will also be used for consideration to attend and be part of this event.

All 8<sup>th</sup> grade events (8<sup>th</sup> grade trip, and dance) will have the same considerations regarding any student’s eligibility to partake in these activities.

## **7<sup>th</sup> and 8<sup>th</sup> Grade Promotional Criteria and Retention**

Our goal is to provide students with all of the necessary strategies to be successful at all levels. To help promote this and align our expectations to the Common Core Standards, we will be activating the district’s retention policy. Students in the 7<sup>th</sup> and 8<sup>th</sup> grades that fail to meet the minimum passing scores in English, Mathematics, Science and Social Studies may be required to attend summer school. Students that refuse to attend or who are unsuccessful in meeting the passing criteria in summer school will be considered for retention. The decision to promote or retain a student will be based on the criteria below.

### **Promotion Criteria – 8<sup>th</sup> Grade**

**Lawrence Middle School at Broadway Campus Promotion Policy requires that all 8<sup>th</sup> grade students must be evaluated using the following criteria in order to be promoted to the next grade:**

- a) Student work and grades: Students must meet New York State Common Core Learning (Next Generation) Standards in English Language Arts, Mathematics, Science and Social Studies as evidenced by student work, teacher observation, assessment and grades.**
- b) Students must complete English Language Arts, Mathematics, Science and Social Studies Exit “STEAM” Project.**

- c) **Final Grades:** Students must attain passing grades in *English Language Arts, Mathematics, Science and Social Studies.*
- d) **Attendance:** Students must attain a minimum of 90% attendance.
- e) **Two hours of community service.**

**Final decisions regarding promotion will be based on portfolios in English Language Arts and Mathematics after completion of summer school courses.**



## LAWRENCE MIDDLE SCHOOL AT BROADWAY CAMPUS

<p><b><u>CONTENT CLASSES</u></b></p> <p>ELA MATH SOCIAL STUDIES SCIENCE</p> <p>FOREIGN LANGUAGE HEALTH</p>	<p><b><u>ACADEMIC INTERVENTION SERVICES</u></b></p> <p>MATH ELA</p>
<p><b>SUMMATIVE ASSESSMENTS 40%</b></p> <p>The goal of summative assessment is to <i>evaluate student learning</i> at the end of an instructional unity by comparing it against the CCSS or benchmark.</p> <p>Examples of summative assessments include:</p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Test</li> <li>• Student presentations</li> <li>• Student Reports</li> <li>• Written Papers/Essays</li> <li>• Research projects</li> </ul>	<p><b>PARTICIPATON / ENGAGEMENT 50%</b></p> <p>The goal of student participation and/or engagement is to ensure students are actively involved in an inquiry or discovery based class activity.</p> <p>Examples of participation/engagement include students engagement in the following areas-</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Small group discussion</li> <li>• Large group/Class discussion</li> <li>• Partner work</li> </ul>
<p><b>FORMATIVE ASSESSMENTS 20%</b></p> <p>The goal of formative assessments is to <i>monitor student learning</i> to provide ongoing feedback that can be used by instructors to improve their reaching and by students to improve their learning.</p> <p>Examples of formative assessments include:</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class work and notes</li> <li>• Exit/Entry Cards or Tickets</li> <li>• Short writing assignments</li> <li>• On demand writing assignments</li> </ul>	<p><b>FORMATIVE ASSESSMENT 50%</b></p> <p>The goal of formative assessments is to <i>monitor student learning</i> to provide ongoing feedback that can be used by instructors to improve their reaching and by students to improve their learning.</p> <p>Examples of formative assessments include:</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class work</li> <li>• Exit/Entry Cards or Tickets</li> <li>• Short writing assignments</li> <li>• On demand writing assignments</li> </ul>
<p><b>PARTICIPATION/ENGAGEMENT 20%</b></p> <p>The goal of student participation and/or engagement is to ensure students are actively involved in an inquiry or discovery based class activity.</p> <p>Examples of participation/engagement include student engagement in the following areas:</p> <ul style="list-style-type: none"> <li>• Class participation (In-Person or Remotely)</li> <li>• Small group discussion</li> <li>• Large group/Class discussion</li> <li>• Partner work</li> </ul>	
<p><b>HOMEWORK 20%</b></p> <p>The goal of homework is to reinforce learning by improving and/or extending learning or mastery of a topic or concept outside of the class.</p> <p>Examples of effective homework include:</p> <ul style="list-style-type: none"> <li>• An extension of a class activity that reinforces a topic</li> <li>• An assignment that helps students master the topic</li> </ul>	

<b>PERFORMING CLASSES:</b> <b>PHYSICAL EDUCATION</b> <b>DANCE</b> <b>ART</b> <b>MUSIC</b> <b>TECHNOLOGY</b>	
<b>FORMATIVE ASSESSMENT – 20%</b> The goal of formative assessments is to <i>monitor student learning</i> to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: <ul style="list-style-type: none"> <li>• Help students identify their strengths and weaknesses and target areas that need work.</li> <li>• Help faculty recognize where students are struggling and address problems immediately.</li> </ul> <i>Activities include:</i> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Do now</li> <li>• Individual and group class performance</li> <li>• Quizzes, daily class work, writing/ performance assignments</li> <li>• Exit cards</li> </ul>	
<b>SUMMATIVE ASSESSMENTS – 30%</b> The goal of summative assessment is to <i>evaluate student learning</i> at the end of an instructional unit by comparing it against some standard or benchmark. <i>Activities include:</i> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Projects</li> <li>• Concert Performances</li> <li>• Art shows</li> </ul>	
<b>PARTICIPATION (50%)</b> The attached class participation rubric should be used to assess students' class participation	
<b>Grades – minimum grade of 55 and no grade between 61 and 64 will be given.</b>	



### CLASS PARTICIPATION RUBRIC

Lawrence Middle School at Broadway Campus

Calculated as 20% of the Quarterly Grade



	2 Points	1.5 Points	1 Point	.5 Points	0 Points
Student Name:	Almost Always	Usually	Some-times	Often Does Not	Never
Attends class in a punctual manner (legal absences/lateness are exempt).					
Comes prepared to class or logs on at home with the necessary materials.					
Settles into class activities in a timely and mature manner.					
Completes classroom activities in a timely and mature manner.					
Makes ethical, constructive choices about personal and social behavior.					
Demonstrates support and respect for peers.					
Responds to ideas of other students in a mature fashion.					
Demonstrates creativity and enthusiasm.					
Contributes opinions, judgments, and impressions to class discussions in a clear manner.					
Cooperates when working in groups in-person or remotely.					

Total Participation Grade: \_\_\_\_\_

Comments:



## **ESSENTIAL PARTNERS**

### **A. Parents – please see Policy #1900 – Parental Involvement – pages 43-45.**

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly whether it's in-person or remotely and on time.
- Ensure absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and the District Code of Conduct and help their children understand them.
- Convey to their children a supportive attitude toward education, school personnel and the District.
- Conduct themselves as appropriate role models for students when interacting with school personnel, other parents, and children.
- Help their children deal effectively with peers.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study, remote instruction and ensure homework assignments are completed.

### **B. Teachers**

All district teachers are expected to:

- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Be prepared to teach in-person and/or remotely.
- Demonstrate interest in teaching and concern for student growth and achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents through all available platforms:
  - Course objectives and requirements.
  - Marking/grading procedures
  - Assignment deadlines
  - Expectations for students
  - Classroom discipline plan.
- Communicate regularly with students, parents, and other teachers concerning growth and achievement.

### **C. Guidance Counselors, Psychologists, and Social Workers**

All district guidance counselors, psychologists, and social workers are expected to:

- Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- Help with implementing our SEL programs.
- Initiate teacher/student/counselor conferences and parent/teacher/student counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans, where appropriate.

- Provide specific interventions in response to student needs.
- Encourage students to benefit from the curriculum and extracurricular programs.

**D. Principal and Assistant Principals**

The Principal and Assistant Principals are expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Help support the instruction through technology and other instructional platforms.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for consistently enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

**E. School District**

**Policy and Regulation #0115 Student Bullying Prevention and Intervention**

**(New York State Dignity for All Students Act - Student Discrimination, Harassment, and Bullying Prevention and Intervention) See pages 47-53**

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing and bullying is detrimental to student learning and achievement. It interferes with the mission of the District to educate its students and disrupts the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the District, including via the internet, but that materially and substantially disrupt the educational process of the school environment or impinge on the rights of others.

## **STUDENT DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

### **SUGGESTED DRESS IDEAS**

- Polo (Golf-style) collared solid shirt, either short or long sleeved.
- Dress, Cargo or Capri Pants, Skorts and Bermuda Length Shorts.
- Sweaters in cold weather are fine if devoid of writing.
- On physical education days, students must wear PE attire such as; **Polo Golf or T-Shirt, Blue Sweat Pants/Shorts and Sneakers.**

A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up, and nails, shall:

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), short shorts, short skirts (shorts and skirts that are more than 2" above the knee), and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Sneakers, shoes, or work boots. All laces must be tied and footwear must be secure on feet. No beads, wheels, or lighting on footwear. Logos that come on sneakers are fine. Example: "Nike". **No open toed shoes such as flip-flops, sandals, etc. No excessively high heels that compromise movement or safety. No open backed shoes, including mules. Safety is the issue.**
5. Not include the wearing of hats or other head coverings in school except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
8. Not include wearing or displaying on their person any item of clothing or accessories which may be interpreted by school authorities as gang related.
9. Students are required to wear a mask that covers their nose and mouth. (In accordance with NYS State and Heath Guidelines).

The Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any REVISIONS OR CHANGES to the dress code made during the school year.

*New York State Education Regulations prohibit a school district from penalizing or taking disciplinary action against any student for not wearing a school uniform. Based on overwhelming parent support the Lawrence Public Schools encourages students in grades PreK-8 to wear uniforms.*

However, students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to the disciplinary procedures outlined in the Code of Conduct.

## **PROHIBITED STUDENT CONDUCT**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:**
  - 1. Running in hallways.
  - 2. Making unreasonable noise.
  - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
  - 4. Obstructing vehicular or pedestrian traffic.
  - 5. Engaging in any willful act which disrupts the normal operation of the school community.
  - 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission other than the one they regularly attend, without permission from the administrator in charge of the building.
  - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
  
- B. Engage in conduct that is insubordinate or disruptive. Examples of insubordinate or disruptive conduct include, but are not limited to:**
  - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect.
  - 2. Lateness for, missing or leaving school or class without permission.

3. Skipping detention.

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

1. Committing or threatening to commit an act of violence (such as hitting, kicking, punching, spitting and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing or threatening to commit an act of violence (such as hitting, kicking, punching, spitting and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying or threatening to damage or destroy the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property or threatening to do so.

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

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or drug paraphernalia or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs", such as ecstasy. "Drug paraphernalia" includes, but is not limited to, hash pipes, bongs, marijuana pipes, rolling paper, roach clips, cooking spoons, elastic tourniquets, etc.
12. Inappropriately using or sharing prescription and over-the-counter drugs, such as stimulants.



13. Gambling.
14. Exposure to sight of the private parts of the body or indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Actions or gestures that are lewd or indecent in nature.
16. Initiating a report warning of fire or other catastrophe such as a bomb threat without valid cause, misuse of 911, or discharging a fire extinguisher.
17. Not wearing mask properly or following health and safety guidelines

E. **Engage in misconduct while on a school bus.** It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Students are required to wear mask on the school where social distancing can not be provided. Excessive noise, pushing, shoving and fighting will not be tolerated. Students must adhere to District bus rules, distributed to them with their bus passes.

F. **Engage in any form of academic misconduct.** Examples of academic misconduct include; but are not limited to:

1. Plagiarism
2. Cheating\*
3. Copying
4. Altering records
5. Assisting another student in any of the above actions

**NOTE: Electronic devices cannot be used during the administration of any classroom test, State assessment or Regents exams (See Cell Phone/Electronic Device Policy below).**

**The student's test will be invalidated if any devices are used. In all classrooms, electronic devices will be collected prior to the beginning of any test.**

### **CELL PHONE POLICY**

Use of cell phones during the school day is **strictly prohibited**. Students are not permitted to use cell phones until dismissed at the end of the day. If a student has a cell phone in plain sight and/or is seen using a cell phone during the school day, ***the phone will be confiscated and will only be returned to the parent/guardian***.

### **CELL PHONE/ELECTRONIC DEVICE POLICY**

**Effective July 2012**, in order to further ensure the integrity of State assessments, the New York State Education Department has updated their policy on cell phones and electronic devices during exams. Students are now prohibited from bringing cell phones and certain other electronic devices into a classroom or other location where a New York State assessment is being administered.

Prohibited devices include, but are not limited to:

- Cell phones
- BlackBerry devices and other PDAs

- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as ear buds
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

Test proctors, test monitors, and school officials, shall have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them while the test is being administered, including break periods. Admission to the test shall be denied to any student who refuses to relinquish a prohibited device.

This policy is effective immediately for all New York State assessments, including Regents Exams, Regents Competency Tests, Grades 3-8 Tests in English Language Arts and Mathematics, Grades 4 and 8 Science Tests, NYSESLAT, and the NYS Alternate Assessment.

## **REPORTING VIOLATIONS OF THE CODE OF CONDUCT**

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee. 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 Principal, the Principal's designee or the Superintendent of Schools.

All district staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary actions are expected to promptly report violations of the code of conduct to the appropriate person, who shall in turn hold a student accountable for his or her action according to this code, prior history and the discretion of the administration.

1. **Student/Teacher Conference**  
A conference with the offending student will be held as the first step of the consequence sequence, along with the teacher calling the parent/guardian.
2. **Conflict Resolution**  
Conflict Resolution will be held by the teacher, counselor, psychologist and or administrator as the second step of the consequence sequence.
3. **Restorative Activity** (Administration activity will be assigned with Parental support and involvement.)
4. **Detention**  
Teachers, Principals and the Superintendent may use before school, lunch periods and after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.
5. **Suspension from Transportation**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the 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. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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 an informal conference with the Principal of the Principal's designee to discuss the conduct and penalty involved.

**The consequences for misbehavior on the bus are as follows:**

**1<sup>st</sup> Offense:** Letter in discipline file and a 3 day bus privilege suspension both to and from school

**2<sup>nd</sup> Offense:** Letter in discipline file and a 5 day bus privilege suspension both to and from school

**3<sup>rd</sup> Offense:** Letter in discipline file and the potential complete loss of bus privileges for the remainder of the school year or complete revocation of privileges for egregious or unsafe behavior. During bus suspensions, parents are responsible for arranging transportation.

**6. Suspension from athletic participation, extra-curricular activities and other privileges**

A student subjected to a suspension from athletic participation, extra curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and 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.

**7. 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 Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension will be implemented under the supervision of a certified teacher/teacher assistant and a classroom aide.

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.

## **8. Teacher Disciplinary Removal of Disruptive 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 another classroom; (2) calling an administrator for assistance; or (3) calling a guidance counselor or another member of the Pupil Personnel Services staff for assistance. 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 of conduct, 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 days. The removal from class applies to the class of the removing teacher only.

## **9. 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 retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Any student, other than a student with a disability, 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 days at the elementary level and five days at the secondary level. For purposes of this code of conduct, "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 or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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 the five-day suspension, the student and the student's parent 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 minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

## **DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS**

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistently applied to all students throughout the district so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

### **A. Penalties**

Students who are found to have violated the district's code of conduct may be subject to penalties, either alone or in combination.

### **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 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.

## **C. Referrals**

### **1. Counseling**

The Pupil Personnel staff 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 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

### **3. Juvenile Delinquents and Juvenile Offenders**

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 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 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

## **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.

## **STUDENT SEARCHES AND INTERROGATIONS**

The Board of Education 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 of conduct. 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 of Schools, Building Principals, Assistant Principals, other administrators, assistant deans and the school nurse 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 of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, 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. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

The rules in this code of conduct 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

### **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.

### **VISITORS TO THE SCHOOLS**

The Board encourages parents and other district citizens to visit the district's schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

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 enter through the main entrance of the Middle School. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. In addition, photo identification will be checked. The visitor must return the identification badge to the security desk in the main lobby and sign out before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are required to register.
4. Parents who wish to observe a classroom while school is in session are required to obtain prior approval from the building principal or his/her designee. Such a visit shall be scheduled so that disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

AT THIS TIME, VISTORS WILL NOT BE ALLOWED IN THE BUILDING EXCEPT FOR STUDENT PICK-UPS. ALL MEETINGS WILL BE CONDUCTED VIRTUALLY UNTIL FURTHER NOTICE. (September 2020)



## **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.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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.

## **DISSEMINATION AND REVIEW**

### Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

## **Early Pick Up Policy:** **Signing a Student Out During the School Day**

- **Parent/Guardian must be in our E-School data system and/or on our emergency contact cards indicating authorization for pick-up.**
- A note from home must be provided to the homeroom teacher in advance if there is prior notice of appointment.

- Students will not be released from the building between **2:00PM and dismissal time without administrative notification**. Pick-ups during these times disrupt the regular dismissal procedure and the business of the main office.
- **Again, only persons listed on the Emergency Contact Cards will be permitted to pick up students and they must show photo ID to office and school safety staff. Parents will sign student out in the book located in the main office and receive an AUTHORIZATION PASS to be permitted to escort their children past the safety desk. This helps to ensure that your child is exiting the building with an appropriate adult.**
- Any home related information will be shared during transitional times or at lunch to minimize any distractions in class. Please note, there will be no delays in communication with emergency cases.
- **Lunch drop-off will be given to students prior to their lunch times**

## **LAWRENCE PUBLIC SCHOOLS**

### **EMERGENCY PLANNING – A GUIDE FOR PARENTS**

The Lawrence Public Schools have always been serious about being prepared for emergencies. Each year, the District's entire Emergency Plan is reviewed and updated to meet State regulations. The plan addresses an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

When an emergency occurs, the first and foremost concern of every Lawrence staff member is the safety of the children in our care. This guide provides a brief description of how the school district will manage an emergency and how Lawrence parents can support those vital efforts.

#### **GENERAL INFORMATION**

The Lawrence Union Free School District has established Emergency Plans for each school building in the District. Each of these plans is coordinated with police, fire and other officials in the county or state-wide agencies.

These are some of the general categories which the plan addresses:

- Criminal offenses such as bomb threats, kidnapping or violent behavior
- Natural hazards such as severe weather
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash
- Medical emergencies including serious contagious disease, accident or illness of a student or staff member

#### **WHAT ARE THE SCHOOL SECURITY PROCEDURES?**

All doors that lead to the outside are locked when school is in session. In order to enter the building, the parent/visitor may only enter through the main entrance and must obtain a visitor's pass. Any unauthorized person on school property will be reported to the school Principal or his/her designee. Unauthorized persons will be asked to leave. All school personnel must wear their photo ID badges for identification purposes. Children are instructed to look for these ID badges. Visitors are required to wear a temporary badge which indicates an individual is an authorized visitor.

## HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

When the Superintendent of Schools or designee determines that an emergency response is required, there are five possible plans:

1. **Go-Home-Early Plan:** Returns students to their homes and family as quickly as possible. Schools maintain the names and contact numbers of family/guardians, and identify students with special needs. No student will be released to an empty home.
2. **Shelter Plan:** Keeps students and staff in their buildings in a secure location when it is safer to stay inside than go out. Generally, sheltering is for a short time until it is safe to either evacuate to another building, or to send students home. However, the District is prepared to shelter students as long as necessary.
3. **Evacuation Plan:** Requires all building occupants to leave the building and go to a pre-determined, safe location outside of the school building. Evacuation could mean going outside to the evacuation site until the danger has passed. Or it could mean going to the evacuation site with the intention to be **Transferred** to another location. Circumstances in which this could happen would include severe weather outside, or a very dangerous hazard that requires students to be out of the area of the school. Evacuation locations are not given out to the general public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are settled and safe.
4. **Lockout Plan:** A lockout is a procedure which allows the school to continue with a normal day inside the building, but locks out any unauthorized persons into the building. A situation which could warrant this would be a dangerous person or threat in the community or area. If this happens during lunch, students and staff will only be allowed to enter the building through the main entrance. **Students will not be released to parents/guardians when a lockout is in progress.**
5. **Lockdown Plan:** Is a lockdown of the building. It requires all students and staff to remain in the room that they are in and lock all windows and doors. Students and staff that are in the hallway and bathroom are to go to the nearest classroom. A lockdown automatically implies a lockout, in which all outside doors are closed as well, and does not permit anyone to enter the building from the outside. The presence of an intruder is one reason to invoke this type of response. The doors are NOT to be opened to anyone until the all clear signal is given over the PA system. **Students will not be released to parents/guardians when a lockdown is in progress.**

## ARE THERE EMERGENCY PLANNING DRILLS?

**YES**, at least once a year each school will (as per State Regulations) conduct a test of its Emergency Plan. Parents/guardians will be informed of these drills, without specific details, to insure safety.

## SHOULD I PICK UP MY CHILD AT SCHOOL DURING AN EMERGENCY?

**NOT unless directed to do so.** While every parent's natural instinct in an emergency is to go to the school to protect his/her own child, it is important to realize that doing so may significantly affect the District's ability to respond to the situation. For example, cars driving up to the building will restrict access by emergency vehicles that are responding to the emergency, or school buses that are loading children to evacuate them or take them home. The building's staff will be actively working to ensure the safety of all students.

It may seem logical that every student taken home by a parent reduces the responsibility of the staff, but in a fast moving situation that requires a great deal of careful coordination and communication, it actually makes the critical task of keeping track of students more difficult.

## WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

Every school building has a plan of action to evacuate any student with special needs.

## WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

Chances are that you will have difficulty reaching the school by phone when you try. The school will be making every effort to contact you. The schools have every child's emergency contact information that they have readily available for emergencies. Other sources of information include the PTA co-presidents. School officials will utilize the parent organizations to activate their phone chains. Other sources of information include TV News 12 and local media.

## **WHAT CAN I DO TO PLAN AHEAD?**

The two most important things you can do are:

- 1. Make sure your child's school has the most up-to-date emergency contact information.**
- 2. Review with your child any alternative arrangements you have made in case an emergency prevents you from being home.**

### **PRINCIPALS' TELEPHONE NUMBERS**

Lawrence Early Childhood Center	Lisa Tariq	(516)295-6401
Number Two School	Kristen Mcloughlin	(516) 295-6202
Elementary At Broadway Campus	Rina Beach	(516) 812-6121
Middle School at Broadway Campus	Willis Perry	(516) 295-7103
High School	Jennifer Lagnado	(516) 295-8009

**Lawrence Public Schools ▪ P.O. Box 477 ▪ Lawrence, NY 11559**

Ann Pedersen,ED.D, Superintendent (516)295-7030

## **BASIC PROCEDURES**

A ladder of referral should be utilized to deal with three types of behavioral infractions:

**Type 1** refers to categorical problems that directly affect the academic performance of the child, although this behavior may also inhibit the progress of the class. The teacher identifies the problem and makes the initial attempt at resolution. All cases pertaining to work and study habits should result in parent/guardian contact. The teacher may confer with the team of administrator, teachers, and pupil support personnel to insure positive results.

**Type 1** behaviors are: failure to do work, unpreparedness, lack of class participation, late to class without pass, calling out, littering, disobedience and failure on tests.

**Type 2** infractions are categorical problems that interfere with the learning of other children and prevent the teacher from conducting a lesson, and/or may endanger the safety of the children, teacher or other school personnel. The teacher identifies the problem and immediately notifies members of the school team assigned to that child to facilitate resolution. The student will not return to the class until parental contact has been made. The teacher will confer with the team of administrator, teachers, and pupil support personnel to insure positive results. The team will make referrals to the principal. In cases of apparent severe maladjustment and where the disposition is of a drastic and long-term nature, a Child Study Team will evaluate the child.

Type 2 behaviors are: fighting, use of abusive language, vandalism (including graffiti), harassment, theft of property, endangering the safety of others such as not wearing a mask or not having your protective shield and repeated offenses.

**Type 3** infractions are categorical problems that are in direct violation of the Lawrence School District Policy 5300 that refers to Dangerous Weapons in the Schools Policy. The teacher and/or staff member identifies the problem and immediately notifies the principal or his designee. The child is immediately removed from classes until a Superintendent's Hearing is held and a judgment is declared.

## **GENERAL INFORMATION**

### **DISCIPLINE & ATTENDANCE REFERRAL PROCEDURES**

The following steps should be taken for Type 1 offenses prior to sending **any** referral to the administrator in charge:

1. Discuss the incident with the student immediately after class. Warn student that parent/guardian and/or grade administrator will be contacted if this misbehavior continues.
2. Send a conduct letter or telephone parent/guardian, notifying them of the misbehavior and requesting his/her cooperation.
3. Assign before or after school detention in accordance with the Discipline Code policy. Do not assign any student a detention to be served with any building assistant without prior approval from the appropriate grade administrator.
4. Confer with a guidance counselor and/or grade administrator.
5. Schedule a parent/guardian conference. You may want to invite the grade administrator and/or guidance counselor to join you.
6. Complete referral and forward to the appropriate grade administration. The incident must be written in detail stating location, time, witnesses, etc. It is imperative that previous action taken by the teacher be noted. Please be sure to include dates.

**The classroom teacher should deal with all Type 1 offenses.** These include acts of minor disruption such as throwing paper, chewing gum, talking, scuffling, lateness to class, use of profanity not directed to a teacher, inappropriate or unsafe dress including the wearing of clothing, jewelry, or badges advocating the use of drugs or alcohol, etc.

Type 1 and Type 2 offenses may result in a student being placed in the In-School Suspension Room (ISS). The period of time a student will spend in this environment will depend on the severity of the offense.

All students that are placed in the ISS Room will receive school work from their teachers.

Before any student is to be placed in this environment parents will be notified as to the reason and the duration of time.

## **DISCIPLINE - INFRACTIONS, INTERVENTIONS & RESPONSES**

<b><i>Infractions (Type 1)</i></b>	<b><i>Guidance Interventions (Counselors are not limited to one strategy with supporting students)</i></b>	<b><i>Range of Possible Corrective Responses to be used in Addition to Guidance Interventions</i></b>
<p>A.1-Being late for school or class</p> <p>A.2-Wearing clothing, headgear (e.g., caps/hats, bandanas, flip flop sandals, shortened skirts/shorts that are cut 4 inches above the knee , revealing shirts, pants that expose undergarments or other items that are unsafe or disruptive to the educational process)</p> <p>A.3-Cutting Class or leaving (reporting to school and failing to attend one or more programmed classes)</p> <p>A.4-Bringing prohibited equipment or materials to school without authorization (e.g., cell phone, Ipads, electronic devices)</p> <p>A.5-Behaving in a manner which disrupts the educational process (making excessive noise, pushing or shoving in the classroom, hallways or library/media center)</p> <p>A.6-Engaging in verbally rude or disrespectful behavior and/or using profanity</p> <p>A.7-Failing to provide school officials with required identification</p>	<p>1. Student and Guidance meeting to help set expectations and goals</p> <p>2. Parent Outreach to help support the teachers</p> <p>3. Behavioral Intervention Plan (BIP)</p> <p>4. Individual/Group Counseling</p> <p>5. Peer Mediation</p> <p>6. Mentoring Program</p> <p>7. Short and Long Term Progress Reports</p> <p>8. Referral to Support Services</p> <p>9. Community Service with support plan</p>	<p>a. Admonishment by pedagogical school staff</p> <p>b. In-Class corrective action; revocation of classroom privileges.</p> <p>c. Teacher call and/or conference with parents</p> <p>d. Conference with school administration, teacher, guidance counselor and parent (BIP will established with interim goal setting)</p> <p>e. In-School corrective action (detention, exclusion from after school programs, recess or lunch time)</p> <p>f. Removal from classroom by teacher <b><i>(After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought)</i></b></p>



<i>Infractions (Type 2)</i>	<i>Guidance Interventions</i>	<i>Range of Possible Corrective Responses to be used in Addition to Guidance Interventions</i>
<p><i>B.1-Being in possession of matches or lighters</i></p> <p><i>B.2-Gambling and/or playing games for personal financial gain</i></p> <p><i>B.3-Lying to or giving false information to mislead school personnel</i></p> <p><i>B.4-Misusing property belonging to others</i></p> <p><i>B.5-Engaging in or causing disruptive behavior on the school bus</i></p> <p><i>B.6-Engaging in sexual conduct (e.g. touching, patting, pinching, lewd or indecent public behavior) and/or comments, innuendoes, propositions and similar remarks on school premises or at school related events</i></p> <p><i>B.7-Violating District internet use policy (using the system for non-educational purposes)</i></p> <p><i>B.8-Engaging in scholastic dishonesty which includes; cheating, plagiarizing and/or colluding</i></p> <p><i>B.9-Posting or distributing literature containing threat of violence, injury or harm to staff and/or students</i></p> <p><i>B.10-Engaging in an altercation and/or physically aggressive behavior which creates a substantial risk of or results in minor injury</i></p>	<p>1. Student and Guidance meeting to help set expectations and goals</p> <p>2. Parent Outreach</p> <p>3. Positive Behavioral Interventions and Supports</p> <p>4. Individual/Group Counseling</p> <p>5. Peer Mediation</p> <p>6. Mentoring Program Short and Long Term Progress Reports</p> <p>7. Referral to Support Services</p> <p>8. Community Service with support plan</p> <p>9. Referral to appropriate substance abuse counseling services</p> <p>10. Counseling for youth relationships and peer pressure</p> <p><b>*Students that return from In/out of school removals will be provided support services to help meet their individual needs, both socially and academically*</b></p>	<p>a. Admonishment by pedagogical school staff</p> <p>b. In-Class corrective action; revocation of classroom privilege.</p> <p>c. Teacher call and/or conference with parents</p> <p>d. Conference with school administration, teacher, guidance counselor and parent (BIP will established with interim goal setting)</p> <p>e. In-School corrective action (detention, exclusion from after school programs, recess or lunch time)</p> <p>f. Removal from classroom into In-School Suspension site (time will be determined by school administration)</p> <p>g. Suspension (3-5 days in or out of school or removal from bus privileges)</p> <p>h. Superintendent's hearing that results in continued suspension for a fixed period of 6-10 school days</p>

***Infractions Type 2 Continued***

B.11-Engaging in intimidating and bullying behavior through the use of slurs involving actual or perceived race, ethnicity, color, national origin, citizenship status, religion/religious practice, gender, gender identity, sexual orientation and disability. Also includes; cyber bullying, threatening, stalking or seeking to coerce students or staff members to do something; engaging in verbal or physical conduct threatens another with harm

B.12-Smoking on school premises (Cigarettes and/or cigars)

B.13-Engaging in vandalism, graffiti or other intentional damage to school or property belonging to staff, students or others

B.14-Leaving School Grounds without authorization from school officials.

B.15-Not wearing health and safety equipment in required area. (Mask and Protective Shields)

<b><i>Infractions (Type 3)</i></b>	<b><i>Guidance Interventions</i></b>	<b><i>Range of Possible Corrective Responses to be used in Addition to Guidance Interventions</i></b>
<p>C.1-Starting a fire</p> <p>C.2-Using or in possession of fireworks (i.e., poppers, firecrackers, smoke bombs)</p> <p>C.3-Causing serious injury by recklessly engaging in extreme physical behavior by using an object that appears capable of causing physical injury (e.g. belt buckle, umbrella, chain)</p> <p>C.4-Inciting or causing a riot and/or engaging in gang related activities (e.g., wearing gang apparel and/or accessories, making signs or gestures)</p> <p>C.5-Possessing or selling controlled substances without appropriate authorization, illegal drugs, drug paraphernalia and/or alcohol</p> <p>C.6-Selling or possessing any weapon</p> <p>C.7-Using any weapon to inflict injury upon school personnel, students or others</p> <p>C.8-Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</p> <p>C.9-Threatening to use or using force to take or attempt</p>	<p>1. Student and Guidance meeting to help set expectations and goals</p> <p>2. Parent Outreach</p> <p>3. Positive Behavioral Interventions and Supports</p> <p>4. Individual/Group Counseling</p> <p>5. Peer Mediation</p> <p>6. Mentoring Program</p> <p>Short and Long Term Progress Reports</p> <p>7. Referral to IST Support Services</p> <p>8. Community Service with support plan</p> <p>9. Referral to appropriate substance abuse counseling services</p> <p>10. Counseling for youth relationships and peer pressure</p> <p><b>*Students that return from In/out of school removals will be provided supportive services to help meet their individual needs, both socially and academically*</b></p>	<p>a. Suspension (3-5 days out of school)</p> <p>b. Superintendent's hearing that results in continued suspension for a fixed period of 6-10 school days</p> <p>c. Superintendent's hearing that results in extended suspension</p>

to take property belonging to another		

### **ATTENDANCE POLICY**

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the board expects to reduce the current level of unexcused absences, tardiness and early departures (referred to in this policy as “ATEDs”). We encourage full attendance by all students, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance. This will be accomplished by developing and maintaining an appropriate and adequate attendance

record keeping system, identifying patterns of student ATEDs and by developing effective intervention strategies to improve attendance.

When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student's parent(s) by phone and mail of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.

### **Excused and Unexcused Absences**

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, or such other reasons as may be approved.

All other ATEDs are considered unexcused absences.

All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within at least 24 hours of the ATED and to provide a written excuse from the student's return to school. Parents are encouraged to notify the school of their children's absences. Written excuses from parents are required.

### **Disciplinary Consequences**

Unexcused ATEDs will result in disciplinary action consistent with the District's Code of Conduct. Those penalties include: detention or in-school suspension. Students may also be denied the privilege of participating in or attending extracurricular events.

In addition, teachers are responsible for contacting the student's parents and the student's guidance counselor. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

### **Attendance/Grade Policy**

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, for each marking period, a student's final grade is based on the **Lawrence Middle School at Broadway Campus Uniform Grading Policy**.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips), shall arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy, or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work. Teachers are responsible for providing a means for students to make-up missed work.

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question.

## **ATTENDANCE PROCEDURES**

The procedures for attendance referrals are outlined below.

### **ATTENDANCE CODES**

<b><u>Code</u></b>	<b><u>Explanation</u></b>
OS	Sick Day
GUI	Guidance
TDE	Tardy Excused
PR	Personal Reasons
AE	Approved Excused
CI	Chronic Illness
FLD	Field Trip
ABU	Absence Unexcused
TDU	Unexcused Tardy
DF	Death in Family
OSS	Out of School Suspension
DR.	Doctor Appointment
HI	Home Instruction
MED	Medical
ISS	In School Suspension
HS	Hospitalized
CRT	Court
REL	Religious Observance

Lateness will be cumulative over the entire year.

### **Unexcused Lateness and/or Cutting to School/Homeroom/Class**

**Please refer to page 29 for consequences.**

**LAWRENCE MIDDLE SCHOOL AT BROADWAY CAMPUS  
195 BROADWAY  
LAWRENCE, NEW YORK 11559**

**Mr. Willis Perry  
Principal**

**Ms. Kathy Graham  
Assistant Principal**

**Mr. Brett Kornblum  
Assistant Principal**

Date\_\_\_\_\_

Dear\_\_\_\_\_:

The attendance problem checked below pertains to your child,\_\_\_\_\_.

Your child arrived late to \_\_\_\_\_class \_\_\_\_\_times on \_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_.  
(Subject) (Dates) (Dates) (Dates) (Dates)

\* Your child arrived late to school\_\_\_\_\_times on \_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_.  
(Dates) (Dates) (Dates) (Dates)

\* Your child has cut \_\_\_\_\_class on \_\_\_\_\_.  
(Subject) (Dates)

This attendance problem disrupts the learning process. Please discuss the problem with your child in an effort to avoid a serious pattern from developing, which may lead to stronger disciplinary action.

\* No appointment necessary

\* Would like to meet with you at this time. on\_\_\_\_\_,\_\_\_\_\_  
(Day) (Date)

at \_\_\_\_\_o'clock in the Guidance Office so that we can discuss this problem.

If you would like to discuss this matter with me, please telephone 295-7111 to make an appointment to see me.

Please sign this letter below and return it to me with your child.

Yours truly,

\_\_\_\_\_  
Homeroom/Subject Teacher

\_\_\_\_\_  
Signature of Parent/Guardian

**LAWRENCE MIDDLE SCHOOL AT BROADWAY CAMPUS**

**September 2020**

**STUDENT CONTRACT**

This contract represents an agreement between you and your teachers, administrators, and parents/guardians. Following the rules of our school will result in a safe and happy school year.

- 1. I WILL NOT BULLY ANYONE FACE-TO-FACE OR BEHIND THEIR BACK.** Our school is a learning community that uses strategies to stop bullying, fighting, cyber bullying and gossip.
- 2. I WILL BE ON TIME TO SCHOOL AND ALL CLASSES.** It is important to be on time so I don't miss the introduction to the day's lesson.
- 3. I WILL SHOW RESPECT TO SCHOOL STAFF MEMBERS, TO MY PEERS AND TO SCHOOL PROPERTY.** I will treat others the way I would like to be treated. School property is for everyone to use; therefore, I will take care of it.
- 4. I WILL NEVER BE INSUBORDINATE (disobedient or defiant) TO A STAFF MEMBER.** I will treat all adults with respect.
- 5. I WILL NOT USE PROFANITY OR INAPPROPRIATE LANGUAGE AND I WILL CONDUCT MYSELF APPROPRIATELY.** I build my character every day. I won't say anything or do anything I wouldn't say or do in front of my family.
- 6. I WILL GIVE MY NAME TO ANY STAFF MEMBER WHO REQUESTS IT.** I am proud of who I am and the decisions I make.
- 7. I WILL SETTLE ARGUMENTS USING MY WORDS, NOT PHYSICAL CONTACT.** I know many strategies for calming myself down and problem solving. I will talk to an adult if I need help settling an argument.
- 8. I WILL WALK IN THE HALLWAYS.** Walking is a safe way to get from class to class.
- 9. I WILL COME TO CLASS DRESSED APPROPRIATELY.** I will not wear my hat or coat in the building, it is not good manners. We are a learning community; therefore I will not wear distracting clothing with drug/alcohol/tobacco or vulgar pictures or language on my clothing. I will not wear any suggestive clothing including skinny tank-tops, midriffs, short-shorts, mini-skirts. Refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas).
- 10. I WILL LEAVE AT HOME CELL PHONES\*, TRADING CARDS, SKATEBOARDS, RADIOS, ELECTRONIC GAMES, WATER PISTOLS, IPODS, AS WELL AS ANY OTHER OBJECTS WHICH DISRUPT INSTRUCTION OR ENDANGER OTHERS.** These items are not allowed at lunch or recess. Board games and card games can be played at recess. I understand that if I do not follow this rule, these objects will be taken away and returned only after a parent/guardian contact. Repeat offenders will have these items confiscated until June.

**\*If I bring my cell phone to school, it will be kept out of sight during the school day.**



**11. I WILL NOT TAKE ANYTHING THAT DOES NOT BELONG TO ME. I WILL TURN IN ALL FOUND ITEMS TO THE LOST AND FOUND. If I lost something, I would want it returned.**

**12. I WILL ONLY EAT AND DRINK DURING MY LUNCH OR MY WORKING SNACK. Eating should take place in the cafeteria and in the classrooms during snack. Please do not eat in the hallway, gym or auditorium. CLASSROOM FOOD PARTIES ARE PROHIBITED WITHOUT ADMINISTRATIVE APPROVAL.**

**13. I WILL REMAIN SEATED ON THE BUS AND FOLLOW ALL OF THE DRIVER'S INSTRUCTIONS. The bus driver needs order on the bus, so he/she can concentrate on driving safely. Riding the bus is a privilege.**

**14. I WILL NOT SELL ANY ITEM TO OTHER STUDENTS OR TO ANY MEMBER OF THE STAFF. Our school is a learning community. I'll save my entrepreneurial ideas for outside school.**

**15.. I WILL NOT BE INVOLVED IN THE SALE OR USE OF TOBACCO (INCLUDING HOOKAH PENS), DRUGS, ALCOHOL, FIREWORKS OF ANY KIND INCLUDING LOW GRADE FIRECRACKERS AND STINK BOMBS. Our school is drug-free. I will take care of my body. I understand that if I do not follow this rule, I will be suspended and the police will be notified.**

**16. I will refrain from using gang signs, calls, chants, movement and/or any handshakes. Our school is safe haven for learning.**

**17. I will wear my health and safety equipment in required or designated school areas. (Mask and Protective Shields)**

**STUDENTS:**

**PLEASE REFER TO THE COPY THAT YOU RECEIVE IN THE MAILING IN THE SUMMER PACKET TO BE RETURNED TO SCHOOL BY MONDAY, SEPTEMBER 14, 2020 TO YOUR 1<sup>ST</sup> PERIOD TEACHER.**

**Student's Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**PARENT/GUARDIAN:**

**I have reviewed this contract with my child and we understand the content within this document.**

\_\_\_\_\_  
**Parent/Guardian Signature**

**Date** \_\_\_\_\_

**The signature of the parent/guardian does not indicate agreement with the content of this contract, but only that the parent/guardian has reviewed the contract with the child.**

**Parent Section**

**I have received a copy of the Discipline Code and Bill of Student Rights and Responsibilities and understand the behavior required by my child.**

**I agree to;**

- encouraging my child to be a respectful and peaceful member of the school community.
- discuss the contents of the Discipline Code and the Bill of Student Rights and Responsibilities with my child.
- participating in any discussion and decisions concerning my child's education
- attending scheduled appointments with school staff.
- providing the school with current telephone numbers and emergency contact information.
- alerting the school if there are any significant changes in my child's health, or well-being that affect his/her ability to perform in school.

**Parent Name**\_\_\_\_\_

**Parent Signature**\_\_\_\_\_

**Date**\_\_\_\_\_

## **PASS SYSTEM**

The pass will serve as a key element in establishing and maintaining satisfactory traffic in the corridors and bathrooms. Traffic control and safety is everyone's responsibility. The pass will help us to record overall traffic in and out of classrooms during all periods of the day. Moreover, passes are easily recognizable and may be color-coded to further distinguish its bearer. The pass will help staff to quickly determine if a child has been authorized to be traveling. The pass will also help us to identify participants in early morning and afternoon activities. In short, the pass may be used by the staff to better supervise the children in our school. It should be held for a minimum of one week, should it need to be reviewed in the case of an emergency.

### **The Pass System includes:**

All students will carry a pass when leaving the room during “X” period and regular school hours.

- Each child must carry a pass except in the case of an emergency.
- Multiple students on a pass is not permitted. Each student must have their own pass when leaving the classroom.
- Extended day passes will be approved/distributed by the supervising staff member.
- The student is responsible for carrying a pass and completing the requested information.
- The staff is responsible for establishing good pass control.
- Students need to be in their scheduled classes. Staff wishing to meet with a child from another teacher's class must prearrange this with the student's assigned teacher.

**NOTE: NO STUDENT SHOULD BE IN THE HALL WITHOUT A PASS.**

## **GENERAL INFORMATION**

### **BUILDING USE BEFORE OR AFTER SCHOOL HOURS**

Regular A.M. line-up for students begins promptly at 7:30 A.M. All students will enter through the **Main Lobby**, including during inclement weather, and follow instructions for line-up. Breakfast will be provided between 7:15 AM and 7:45 AM. If you are dropping off your child, please do so by the Main Entrance.

All after school or “X” period activities must end at 3:30 P.M. except for athletic teams or other activities approved by the principal, with the students being escorted directly outside through exit "E" by their teacher.

Any canceled extra-curricular activities should be reported to the principal at least one day in advance so that students can be notified over the public address system. Parents/Guardians should be given advance notice of dates and times of meetings, preferably in writing.

The use of lockers is being closely monitored. At 7:45 a.m. students may go to their locker prior to their first period class. In addition, students may only go to their lockers **before** and **after** their lunch period.

**No curricular or extra-curricular activity may take place in or out of the building without the personal supervision by the teacher in charge.** This rule applies before, during, and after school hours and on Saturdays, Sundays and holidays.

No staff member is permitted to use the building or any facility during after-school, evening or weekend hours without prior permission from the principal. If approval is granted, only the Delivery Room Entrance may be used and you must **sign a log** in the custodian's office. No one will be permitted to enter the building without having first completed the *Building Use Request Form* **IN DUPLICATE**. This form must be **submitted FIVE (5) DAYS IN ADVANCE**.

## **ACADEMIC ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES**

The Board of Education believes that schools exist primarily for academic learning and that success in coursework is the first priority for all students. In addition, the Board also recognizes the importance of extra-curricular activities in the total educational program. This policy is adopted to ensure that involvement in extra-curricular activities is not at the expense of academic achievement.

**Adopted by Board Of Education: May 23<sup>rd</sup>, 2005**

### **REGULATION**

**5230**

## **ACADEMIC ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES**

### **1. DEFINITION OF EXTRA-CURRICULAR ACTIVITIES**

An extra-curricular activity is defined as any school activity under the sponsorship of the District in which participation is voluntary. This includes all athletic teams, both interscholastic and intramural, clubs, trips, dances and competitions.

### **2. ELIGIBILITY STANDARDS**

#### **2.1 Grades 6-12**

Students in Grades 6 through 12 are ineligible to participate in extra-curricular activities if their overall average falls below 70% for a quarter, or if they fail two or more subjects.

#### **2.2 Discipline and Attendance: Grades 6-12**

Students on in-school suspension will be permitted to attend and observe, but not participate in extra-curricular activities.

Students on home suspension will not be permitted to attend or participate in any extra-curricular activity.

A student who is absent from school for any reason, other than educationally excused, on the day of an activity, will be ineligible to participate on that day.

### **3. RESPONSIBILITIES OF EXTRA-CURRICULAR ACTIVITY ADVISORS**

Advisors and coaches are responsible for monitoring the academic performance of students in their respective activities for academic eligibility. They must inform students of the eligibility requirements for club and athletic participation. They are also expected to review attendance records and home suspension lists weekly to ensure that students are eligible to attend the club meetings and to participate in athletic events.

### 3.1 Ineligibility

If the student is found to be ineligible, it is the responsibility of the designated administrator in each building to report this information to the building principal, the advisor/coach, the parents and the student. It is the responsibility of the school to develop a plan to rectify the academic performance of ineligible students.

## 4. APPEALS PROCEDURE

If a student wishes to continue in an activity and has his/her coach's/advisor's permission, that student may present his/her case to an Eligibility Board. The Eligibility Board will consist of the administrator responsible for extra curricular activities in the building, a member of the Pupil Personnel staff from the building, and the appropriate club advisor/coach. The student must make the appeal in person and may bring an advocate. If the Board feels that there have been extenuating circumstances for failure, the student will be placed on a five-week probationary period. If no marked academic improvement is shown after placement on probation, the student will remain ineligible for the remainder of the marking period.

**Adopted by Board of Education: May 23<sup>rd</sup>, 2005**

## PARENTAL INVOLVEMENT

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents and children).

### Title I Parental Involvement - District Level Policy

Consistent with the parent involvement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by the NCLB.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures at both the district and individual school level must ensure that parents:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The term parents refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents with limited English proficiency, and parents with disabilities.

As further required by the NCLB, parents of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents also will participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

### Parent participation in development of district wide parental involvement plan

The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent involvement in the development of the district wide parental involvement plan: such as holding meetings at flexible times and/or in highly accessible places such as schools, Five Towns Community Center, Library and with input from Central Council PTA.

**POLICY**

**1900**

### Review of district wide parental involvement plan

The Board, along with its superintendent of schools and other appropriate staff will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent involvement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities: beginning and end of year reviews at PTA meetings, Back to School Night meetings and at parent teacher conferences. A bilingual teacher or other translator will be available.

### Development of school level parental involvement plans

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided technical assistance and all other support necessary to assist them in planning and implementing effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent or his/her designee will hold PTA meetings at flexible times and/or in highly accessible places with local PTA representatives.

### Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will conduct in-service literacy workshops, provide opportunities for parents to attend conferences, and provide speakers and materials to assist parents understand the role they can play in helping their child.
2. Provide materials and training to help parents work with their child's academic achievement. To achieve this objective, the district and its Title I schools will conduct literacy programs that bond families around reading and using the public library, provide information concerning the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher, or train parents in the use of the Internet to enable them to access information about teaching and learning and review information posted about schools in improvement, supplemental educational services, public school choice, and other opportunities to promote student achievement.
3. Educate its teachers, pupil services personnel, principals, and other staff in understanding the value and utility of a parent's contributions and on how to:
  - reach out to, communicate with, and work with parents as equal partners;
  - implement and coordinate parent programs; and
  - build ties between parents and the schools.

To achieve this objective, the district and its Title I schools will: involve parents in developing this training, in order to improve its effectiveness.



4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

#### Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with the NCLB Title I, Part A parental involvement requirements. The superintendent and/or his/her designee will be responsible for coordinating programs and strategies, and identify what monitoring or follow up procedures will be conducted.

#### **Title I Parental Involvement - School Level Policy**

The Lawrence Union Free School District recognizes that parents play an integral role in assisting their child's learning. We encourage parents to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB):

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy.

## Student Academic Achievement School-Parent Compact

### **School-Parent Compact**

To help our children achieve, we agree to abide by the following conditions during the **2019-2020 school year**:

#### School Responsibilities

The school will:

- \* Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- \* Hold parent-teacher conferences during these conferences, this compact will be discussed as it relates to your child's academic achievement;
- \* Provide parents with frequent reports on their child's progress;
- \* Provide parents reasonable access to staff; and
- \* Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- \* Monitor my child's attendance;
- \* Make sure that homework is completed;
- \* Limit amount of television my child watches;
- \* Participate in decisions regarding my children's education;
- \* Promote positive use of my child's extracurricular time; and
- \* Stay informed about my child's education and communicate with the school regularly.

#### Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- \* Do homework everyday and ask for help when needed;
- \* Read at least 15 minutes a day outside of school; and
- \* Give to my parents all notices and information received by me from my school every day.

_____ School	_____ Parent	_____ Student
_____ Date	_____ Date	_____ Date

**Adopted by Board of Education – March 20<sup>th</sup>, 2007**

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing and bullying is detrimental to student learning and achievement. It interferes with the mission of the District to educate its students and disrupts the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the District, including via the internet, but that materially and substantially disrupt the educational process of the school environment or impinge on the rights of others.

### Definitions

For purposes of this policy, the term “harassment” is defined 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 a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression).

In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The District is mindful of its responsibilities under the law and in accordance with District policy 0110: Sexual Harassment; and 0100: Equal Opportunity.

For the purposes of this policy, “bullying” (which is subsumed under the term “harassment”), 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 is characterized by:

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, cyber-bullying, 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 gestures that are reasonably perceived to be threatening.

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□ 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.

In the remainder of this policy and associated regulation the term “bullying” will be used to refer to harassing or hazing behaviors because that is the term most commonly used by students and parents.

### **Prevention**

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key District value. A program geared to prevention is designed to not only decrease incidents of bullying, but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through District-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying.

Before overt acts occur. The components of such an effort involve the following:

- 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.
- Establishing clear school wide and classroom rules about bullying.
- Training adults in the school to respond sensitively and consistently to bullying.
- Providing adequate adult supervision, particularly in less structured areas such as in the hallways, cafeteria and playground.
- Raising parental awareness and involvement in addressing problems.
- Providing instruction in civility, citizenship and character education that emphasizes tolerance and respect for others.

The District Health, Safety, and Wellness Committee and the associated school-level committees will assist the administration in developing and implementing specific procedures on early identification of bullying and other preventive strategies. In addition, the program will include reporting, investigating, remedying and tracking allegations of bullying.

### **Intervention**

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building. In addition, intervention will focus upon the safety of the target/victim. Staff is expected, when made aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent and the District Professional Development Team will incorporate training to support this program in the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. In accordance with state law, the Superintendent shall ensure that at least one staff member is thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

### **Reporting and Investigation**

Students who have been bullied, parents whose children have been bullied, or other students who observe bullying behavior are encouraged to make a verbal and/or written complaint to a teacher, coach, bus driver, social worker, counselor, supervisor, or administrator in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, District policy 0100, Equal or 0110, Sexual Harassment, and the District's Code of Conduct. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system, when applicable.

### **Disciplinary Consequences**

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

### **Non Retaliation**

All complainants and those who participate in the investigation of a complaint in conformity with state law and District policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

### **Dissemination, Monitoring and Review**

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the District's website. Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

In addition, the Board will receive the annual VADIR data report for each building and for the District as whole, with particular attention to the trends in the incidence of bullying. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

Cross-ref: 0100, Equal Opportunity

0110, Sexual Harassment

5300, Code of Conduct

Ref: Dignity for All Students Act, Education Law, §10 – 18

Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*

Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*

Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*

Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*

§504, Rehabilitation Act of 1973, 29 U.S.C. §794

Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*

Executive Law §290 *et seq.* (New York State Human Rights Law)

Education Law §§313(3), 3201, 3201-a

*Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)

*Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998)

*Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)

*Burlington Industries v. Ellerth*, 524 U.S. 742 (1998)

*Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)

*Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992)

*Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)

**BOE Adoption date: June 4, 2012**

### **Regulation**

## **STUDENT BULLYING PREVENTION AND INTERVENTION REGULATION**

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## **Reporting and Investigation**

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims and persons with knowledge of bullying report such behavior immediately to a teacher or an administrator as soon as possible after the incident so that it may be effectively investigated and resolved. An administrator at each building will be designated who will promptly investigate all complaints, either 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 harassment, hazing, 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 victim'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 action will be taken in accordance with the 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 either policy 0100 or 0110 will be followed, as applicable.

### **Confidentiality**

It is District policy to respect the privacy of all parties and witnesses to complaints of 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 need for confidentiality must be balanced with the District's legal obligation to provide due process to the accused, to conduct a thorough investigation, 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:

1. The request may limit the District's ability to respond to his/her complaint;
2. District policy and federal law prohibit retaliation against complainants and witnesses;
3. The District will attempt to prevent any retaliation; and
4. 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.

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### **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 administrator should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal procedures is to end the bullying 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 administrator should begin an investigation of the complaint by:

- ☐ Reviewing any written documentation provided by the victim(s).
- ☐ Conducting separate interviews of the victim(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 and that the individual may be subject to discipline.

Parents of student victims 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:

A. Discussion with the accused, informing him or her of the District's policies and indicating that the behavior must stop;

B. Suggesting counseling, skill building activities and/or sensitivity training;

C. Conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;

D. Requesting a letter of apology to the victim;

E. Writing letters of caution or reprimand; and/or

F. Separating the parties.

Appropriate disciplinary action shall be recommended and imposed in accordance with District policy, the applicable collective bargaining agreement or state law.

The administrator shall report back to both the victim and the accused, notifying them in writing, and also in person, as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint. The victim 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, the complaint shall be referred promptly to the Superintendent. In addition, where the administrator 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 law enforcement authorities.

Any party who is not satisfied with the outcome of the initial investigation by the administrator 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 resolve all bullying complaints that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation by the administrator. 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 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 who have previous experience investigating such complaints.

If a District investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior. 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 victim 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.

#### **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 permanent suspension or termination.

#### **Discipline/Penalties**

Any individual who violates this policy by engaging in prohibited bullying will be subject to appropriate disciplinary action. 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 the student conduct and discipline policy 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/privileges.

Vendors: Penalties may range from a warning up to and including loss of District business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

#### Training

All students and employees shall be informed of this policy in student and employee handbooks, on the District website and 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. 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.

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 the impact of bullying on the victim and bystanders.

Training needs in support of this bullying prevention and intervention program will be reflected in the District's annual professional development plan, in curriculum and will be considered in the budget process.

**BOE Adoption date: June 4, 2012**

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. Parents have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a U.S. Department of Education (DOE)–funded program. In addition, no minor student may, without parental consent, take part in a survey, analysis or evaluation funded in whole or in part by the U.S. DOE Education that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

***Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. “Instructional material” is defined as: “instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments.”***

***A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the Building Principal. Upon receipt of such request, arrangements shall be made to provide access to such material to within 30 calendar days after the request has been received.***

It is the policy of the Board not to permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services as permitted by law.

In the event of such collection, disclosure or use of personal information gathered from students, student privacy shall be protected by the school district pursuant to the requirements of FERPA.

Parent/guardians have the right to submit a written statement to opt their child out of participation in the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information, or providing it to others for that purpose. Upon request, parents/guardians have the right to inspect any such instrument before it is administered or distributed to their child. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to students or educational institutions, such as:

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- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;

- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities.

In the event of such collection, disclosure or use of personal information gathered from students, student privacy shall be protected by the school district pursuant to the requirements of FERPA.

2. The administration of any survey revealing information concerning one or more of the following:
  - a. political affiliations or beliefs of the student or the student's parent;
  - b. mental or psychological problems of the student or the student's family;
  - c. sex behavior or attitudes;
  - d. illegal, anti-social, self-incriminating or demeaning behavior;
  - e. critical appraisals of other individuals with whom respondents have close family relationships;
  - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
  - g. religious practices, affiliations or beliefs of the student or the student's parent; or
  - h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians and eligible students, shall also have the right to inspect, upon their request, a survey created by a party other than the U.S. DOE before the survey is administered or distributed by a school to a student. Such requests must be submitted, in writing, to the Building Principal with a response to be at least two weeks in advance of any survey to be given.

3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians and eligible students shall be notified at least annually, at the beginning of the school year, and when enrolling students for the first time in district schools of this policy. The school district shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Cross-ref: 5420, Student Health Services  
5500, Student Records

Ref: 20 USC §1232h (No Child Left Behind Act)  
34 CFR Part 98  
Education Law §903

**Adoption date: November 20, 2007**