

# LaFayette Central School District

## District Plan for Physical Education



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The plan includes program goals and objectives, program activities, assessment activities, program philosophy, curriculum, required instruction, adapted physical education procedures and curriculum, student scheduling, attendance policies, personnel, facility information, class size and grouping, use of non-school facilities, policies and procedures for extra class programs, code of conduct for extra class activities, and coaching certification.

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The LaFayette Central School District Plan for Physical Education has been reviewed by the Superintendent of Schools, Peter Tigh, and was approved by the Board of Education on January 24, 2012

A copy of the K-12 District Physical Education Plan will be kept on file in the District Office.

Staff development and curriculum development for Physical Education have also been listed in this District Physical Education Plan.

The K-12 Physical Education curriculum is reviewed annually and updated periodically. The District Physical Education Plan will also be reviewed annually and updated 3-5 years.

The administrative procedures have been identified and listed in this plan. The procedures that are listed are in accordance with the guidelines set forth in CR135.4. (See appendix A)

# I. School District:

## **Demographics, Location, Number of Students, Data**

LaFayette Central School District is located in Onondaga County in New York State. We encompass four schools: Grimshaw Elementary School, Onondaga Nation School (ONS), Jr./Sr. HS (JSHS), and Big Picture School. LaFayette CSD currently serves a total of 866 students in all school buildings. Our population is comprised of 30% American Indian/Alaskan Native, 1% Black/African American, 1% Hispanic or Latino, 1% Asian or Native Hawaiian and 66% White students. Thirty-five percent of our student population is eligible for free or reduced lunch. The annual attendance rate is 94% (see The NYS District Wide Report Card for more information). According to the 2009-10 report, 33.8% of LaFayette Central School District students are overweight or obese. (see Appendix B).



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **LAFAYETTE CENTRAL SCHOOL  
DISTRICT**

District ID **42-08-07-04-0000**

Superintendent **PETER TIGH**

Telephone **(315) 677-9728**

Grades **PK-12, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

## Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**  
This section has information about the district's performance on state assessments in English, mathematics, and science.

District LAFAYETTE CENTRAL SCHOOL DISTRICT

District ID 42-08-07-04-0000

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	19	20	19
Kindergarten	70	67	76
Grade 1	60	59	64
Grade 2	65	64	58
Grade 3	74	68	64
Grade 4	61	65	67
Grade 5	66	65	63
Grade 6	60	62	69
Ungraded Elementary	0	0	0
Grade 7	67	66	68
Grade 8	74	58	58
Grade 9	75	78	65
Grade 10	66	77	77
Grade 11	59	65	72
Grade 12	60	55	62
Ungraded Secondary	0	0	3
<b>Total K-12</b>	<b>857</b>	<b>849</b>	<b>866</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	15	14	15
<b>Grade 8</b>			
English	16	12	11
Mathematics	15	11	12
Science	15	11	12
Social Studies	16	11	12
<b>Grade 10</b>			
English	15	16	16
Mathematics		16	
Science	12	16	
Social Studies	15		16

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

# 1 District Profile

District **LAFAYETTE CENTRAL SCHOOL DISTRICT**

District ID **42-08-07-04-0000**

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	183	21%	212	25%	216	25%
Reduced-Price Lunch	83	10%	88	10%	83	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	0	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	237	28%	233	27%	263	30%
Black or African American	12	1%	11	1%	11	1%
Hispanic or Latino	3	0%	2	0%	5	1%
Asian or Native Hawaiian/Other Pacific Islander	10	1%	9	1%	10	1%
White	595	69%	594	70%	574	66%
Multiracial	0	0%	0	0%	3	0%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		94%	
Student Suspensions	50	6%	24	3%	29	3%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## II. PE Plan

### A. Program Goals and Objectives:

#### Philosophy Statement

The Philosophy of the Lafayette Central School District Physical Education Department is to teach students to exhibit positive social interactions, tolerance of others and good sportsmanship; as well as developing the skills and knowledge related to, and an appreciation for exercise, sport and recreational activities in the pursuit of a physically fit and healthy lifestyle.

#### Physical Education Department Program Goals

1. To provide the opportunity for students to develop the physical skills needed to participate in individual and group physical activities during their lifetimes.
2. To provide the opportunity for students to participate in various forms of physical fitness activities that they can enjoy throughout their lives.
3. Students will be made aware of opportunities and resources within their community to participate in fitness and physical activities in order to maintain a healthy lifestyle.
4. To aid students in their complete social development by providing opportunities to develop sportsmanship, leadership, cooperation, honesty, trust, respect and courage.
5. To provide the opportunity for each student to develop a knowledge of the health related components of fitness, game play concepts and equipment use while participating in a variety of physical activities.

#### New York State Physical Education Learning Standards

##### Standard 1 - Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

##### Standard 2 - A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

##### Standard 3 - Resource Management

Students will understand and be able to manage their personal and community resources.

## B. Required Instruction

### *K-12 Schedule Description*

The LaFayette Central School District (LSCD) administration and staff recognize that students in grades K-6 did NOT meet the NYS mandates for class meetings and/or minutes per week for Physical Education during the 2011-2012 academic year. Students in grades K-3 are required to meet daily for 120 minutes/week; however, they did NOT. Students in grades 4-6 at Grimshaw Elementary did NOT meet at least 3 days per week, but met every other day, and they did NOT have the requisite 120 minutes a week of Physical Education. Students in grades 4-6 at ONS attended class 3 days a week for 35 minutes each class, but the students did NOT have Physical Education for 120 minutes per week.

ONS students in grades 7-8 attended Physical Education class 3 times a week for 35 minutes during each class, including changing time. JSHS students in grades 7-12 attended Physical Education every other day for an entire school year, meeting each class for 43 minutes including changing time.

Barriers to meeting those requirements include, but are not limited to, the schedules implemented by individual building administrators, lack of staff and lack of facilities.

Possible solutions include: increasing Physical Education staff; adding a second gymnasium at Grimshaw Elementary and ONS; and increasing administrative support and understanding of the correlation between academic achievement and physical fitness.

### **2011-12 Schedule**

<b>Grade Level</b>	<b>Building</b>	<b>Minutes</b>	<b>Weekly Minutes</b>	<b>Mandated Minutes</b>	<b>PE Certified Staff</b>
K-3	Grimshaw	40 minutes every other day	120/80 Average of 100 minutes every 2 week period	<b>Daily PE 120/week</b>	2 Teachers
4-6	Grimshaw	40 minutes every other day	120/80 Average of 100 minutes every 2 week period	<b>120/week</b>	2 Teachers

<b>Grade Level</b>	<b>Building</b>	<b>Minutes</b>	<b>Weekly Minutes</b>	<b>Mandated Minutes</b>	<b>PE Certified Staff</b>
7-8	JSHS	43 minutes every other day	129/86 Average of 107.5 minutes every 2 week period	<b>Every other day PE</b>	2 Teachers
9-12	JSHS	43 minutes every other day	129/86 Average of 107.5 minutes every 2 week period	<b>Every other day PE</b>	2 Teachers

<b>Grade Level</b>	<b>Building</b>	<b>Minutes</b>	<b>Weekly Minutes</b>	<b>Mandated Minutes</b>	<b>PE Certified Staff</b>
K-3	ONS	35 minutes, 3 times a week	105	<b>Daily PE 120/week</b>	.9 Teacher
4-6	ONS	35 minutes, 3 times a week	105	<b>120/week</b>	.9 Teacher
7-8	ONS	35 minutes, 3 times a week	105	<b>Every other day PE</b>	.9 Teacher

<b>Grade Level</b>	<b>Building</b>	<b>Minutes</b>	<b>Weekly Minutes</b>	<b>Mandated Minutes</b>	<b>PE Certified Staff</b>
9-12	Big Picture	unknown	unknown	<b>Daily PE 120/week</b>	0

LSCD administration and staff also recognize that the students in grades K-6 will NOT be meeting the NYS mandates for class meetings and/or minutes per week for Physical Education during the 2012-2013 academic year. As a result of a schedule change at Grimshaw Elementary School, students in grades K-6 will have Physical Education only twice per week instead of every other day. Students in grades K-3 should be meeting on a daily basis; however, they will not be doing so. Students in grades 4-6 at Grimshaw Elementary will NOT be meeting for at least 3 days per week, and they will NOT have the requisite 120 minutes a week of Physical Education. Students in grades 4-6 at ONS will attend class 3 days per week for 35 minutes each class, but the students will NOT be meeting the NYS Physical Education requirement of 120 minutes per week.

Students in grades 7-8 at ONS will attend Physical Education class 3 times a week for 35 minutes each class including changing time.

Students at LaFayette JSHS in grades 7-12 will attend Physical Education every other day for an entire school year, meeting each class for 43 minutes including changing time.

Barriers to meeting those requirements include, but are not limited to, the schedules employed by individual building administrators, lack of staff and lack of facilities.

Again, possible solutions would include: increasing Physical Education staff, adding a second gymnasium at Grimshaw Elementary and ONS, and increasing administrative support and understanding of the correlation between academic achievement and physical fitness.

2012-13 Schedule

Grade Level	Building	Minutes	Weekly Minutes	Mandated Minutes	PE Certified Staff
K-3	Grimshaw	40 , 2 times a week	80	<b>Daily PE 120/week</b>	2 Teachers
4-6	Grimshaw	40 , 2 times a week	80	<b>120/week</b>	2 Teachers

Grade Level	Building	Minutes	Weekly Minutes	Mandated Minutes	PE Certified Staff
7-8	JSHS	43 minutes every other day	129/86 Average of 107.5 minutes every 2 week period	<b>Every other day PE</b>	2 Teachers
9-12	JSHS	43 minutes every other day	129/86 Average of 107.5 minutes every 2 week period	<b>Every other day PE</b>	2 Teachers

Grade Level	Building	Minutes	Weekly Minutes	Mandated Minutes	PE Certified Staff
K-3	ONS	35 minutes, 3 times a week	105	<b>Daily PE 120/week</b>	.9 Teachers
4-6	ONS	35 minutes, 3 times a week	105	<b>120/week</b>	.9 Teacher
7-8	ONS	35 minutes, 3 times a week	105	<b>Every other day PE</b>	.9 Teacher

Grade Level	Building	Minutes	Weekly Minutes	Mandated Minutes	PE Certified Staff
9-12	Big Picture	unknown	unknown	<b>Daily PE 120/week</b>	0

## C. Required Instruction:

### K-12 Schedule Description

Units that are offered at the LaFayette CSD:

The following is a Table that contains all of the units that have been offered at LaFayette Central School District by the Physical Education staff. In each box along with the unit taught we also listed the NYS PE Learning Standards that are met during that unit.

1= NYS Standard 1

2= NYS Standard 2

3 = NYS Standard 3

<b>K-2 GS</b>	<b>3-6 GS</b>	<b>K-3 ONS</b>	<b>4-6 ONS</b>	<b>7-8 ONS</b>	<b>7-8 JR HI</b>	<b>9-12 SR HI</b>	<b>SENIOR</b>
Movement/ locomotor  1,2	Soccer  1,2,3	Soccer  1,2,3	Soccer  1,2,3	Soccer  1,2,3	Soccer  1,2,3	Soccer  1,2,3	Bowling  1,2,3
Hand- eye coordination  1,2	Football  1,2,3	Hand-eye coordination  1,2	Touch football  1,2,3	Touch football  1,2,3	Ultimate  1,2	Golf  1,2,3	Ice Skating  1,2,3
Cross-Country  1,2	Cross- Country  1,2,3	Putting/ golf  1,2,3	Volleyball  1,2,3	Volleyball  1,2,3	Team Handball  1,2,3	Ultimate  1,2,3	Golf  1,2,3
Cooperative games  1,2	World Series  1,2	Fitness  1,2,3	Basketball  1,2,3	Basketball  1,2,3	Floor Hockey  1,2,3	X-C skiing  1,2,3	Swimming  1,2,3
Project Adventure  1,2	Project Adventure  1,2	Pillow Polo/ Floor Hockey  1,2	Floor hockey  1,2	Floor hockey  1,2	Dance  1,2,3	Snowshoeing  1,2,3	Horseback Riding  1,2,3
Gymnastics  1,2,3	Gymnastics  1,2,3	Scooters/ Parachutes  1,2	Golf  1,2,3	Golf  1,2,3	Eclipseball  1,2	Team Handball 1,2,3	
Net games  1,2,3	Volleyball  1,2,3	Badminton  1,2,3	Fitness  1,2,3	Fitness  1,2,3	Basketball  1,2,3	Floor Hockey  1,2	
Basketball  1,2,3	Basketball  1,2,3	Tennis  1,2,3	Pillow Polo  1,2	Pillow Polo  1,2	Flag Football  1,2,3	Dance  1,2,3	
Fitness  1,2,3	Fitness  1,2,3	Rec games  1,2,3	Scooters/ Parachutes 1,2	Scooters/ Parachutes 1,2	Softball  1,2,3	Eclipseball  1,2	

Pillow Polo 1,2	Floor Hockey 1,2	T-ball 1,2	Badminton 1,2,3	Badminton 1,2,3	Volleyball 1,2,3	Tennis 1,2,3	
Manipulatives 1,2	Scooters, parachutes 1,2	Cooperative Games 1,2	Tennis 1,2,3	Tennis 1,2,3	Badminton 1,2,3	Basketball 1,2,3	
Bowling 1,2,3	Bowling 1,2,3	Throwing /Catching 1,2	Softball 1,2,3	Softball 1,2,3	Wellness Center 1,2,3	Rec Games 1,2,3	
Golf 1,2,3	Golf 1,2,3	Boomerang/ Frisbee 1,2	Archery 1,2,3	Archery 1,2,3	Fitness 1,2,3	Flag Football 1,2,3	
Racket games 1,2	Tennis 1,2,3	Modified volleyball with beach ball 1,2,3	Rec games 1,2,3	Rec games 1,2,3	Speed-a-way 1,2	Cooperative Games 1,2	
Track and Field 1,2,3	Track and Field 1,2,3		Cooperative Games 1,2	Cooperative Games 1,2		Softball 1,2,3	
Outdoor Games 1,2	Outdoor games 1,2		Team Handball 1,2,3	Team Handball 1,2,3		Orienteering 1,2,3	
T- ball 1,2,3	Softball 1,2,3		Kayaking 1,2,3	Kayaking 1,2,3		Strength Training 1,2,3	
Olympics 1,2,3	Olympics 1,2,3		Team Handball 1,2,3	Team Handball 1,2,3		Cross Country 1,2,3	
	Wrestling 1,2,3		Croquet 1,2,3	Croquet 1,2,3		Pickleball 1,2,3	
	Square Dancing 1,2,3		Fencing 1,2,3	Fencing 1,2,3		Rugby 1,2,3	
						Fitness 1,2,3	

In compliance with Title IX regulation, all K-12 classes at LaFayette CSD are co-educational. All classes are co-educational for a variety of activities. The few activities that are not co-educational are done in the best interest of our students and are due to their physical nature, cultural aspects (ONS), or safety issues. Extracurricular activities will fulfill all Title IX requirements.

## **D. Curriculum Design/Required Instruction**

The Curriculum of the LaFayette CSD is designed to be in compliance with the NYS Education Commissioner's Regulations on the role of Physical Education in the educational experiences of students (see Appendix A).

### 1. Fitness

Cardiorespiratory endurance is an area that is stressed throughout our physical education curriculum. Students are expected to get their heart rate in the target heart rate zone during activities. Muscular strength is a component of fitness that is addressed in individual units and during daily warm-up activities. Fitnessgram assessments are done annually in grades 3-12 to determine levels of fitness. Reports are sent home to inform students and parents of their child's strengths and weaknesses in the areas of cardiorespiratory endurance, muscular strength and endurance, body composition (BMI), and flexibility.

### 2. Skills

Our physical education curriculum is designed to have a sequential K-12 skill progression. The physical education staff utilizes formative assessments of student performance to aid students in the development of their skills.

### 3. Knowledge

Through physical education instruction, students will learn various skills and rules relating to the activity that is being taught. Students will learn how the body works in the relationship to the various activities. Knowledge will be assessed with written tests and skill assessments on game play.

### 4. Social

Students will contribute to the class using cooperative, respectful and courteous behavior. Students will be taught how to be accepting of different abilities and to show leadership qualities when applicable.

### 5. Awareness

Students will be aware of their community/recreational resources to engage in activities that will extend throughout their lifetime. Students will be introduced to a variety of activities such as golf, tennis, bowling, snowshoeing to help develop an appreciation for continuing physical activities for life.

### 6. Safety

Safety is taught and enforced throughout all activities taught in physical education class. We stress the proper use of equipment, rules concerning the game/activity being played and spatial awareness.

<b>K-2 GS</b>	<b>1 - fitness</b>	<b>2 - skills</b>	<b>3- knowledge</b>	<b>4 - social</b>	<b>5 - awareness</b>	<b>6 - safety</b>
Movement/locomotor	X	X	X	X		X
Hand- eye coordination	X	X	X	X		X
Cross-country	X	X	X	X		X

Cooperative games	X	X	X	X		X
Project Adventure	X	X	X	X	X	X
Gymnastics	X	X	X	X		X
Net games	X	X	X	X	X	X
Basketball	X	X	X	X		X
Fitness	X	X	X	X	X	X
Pilo Polo	X	X	X	X		X
Manipulatives	X	X	X	X		X
Bowling	X	X	X	X	X	X
Golf	X	X	X	X	X	X
Racket games	X	X	X	X	X	X
Track and Field	X	X	X	X		X
Outdoor Games	X	X	X	X	X	X
T- ball	X	X	X	X	X	X
Olympics	X	X	X	X		X

<b>3-6 GS</b>	<b>1 - fitness</b>	<b>2 - skills</b>	<b>3- knowledge</b>	<b>4 - social</b>	<b>5 - awareness</b>	<b>6 - safety</b>
Soccer	X	X	X	X		X
Football	X	X	X	X		X
Cross-Country	X	X	X	X		X
World Series	X	X	X	X		X
Project Adventure	X	X	X	X	X	X
Gymnastics	X	X	X	X		X
Volleyball	X	X	X	X	X	X
Basketball	X	X	X	X		X
Fitness	X	X	X	X	X	X
Floor Hockey	X	X	X	X		X
Scooters, parachutes	X	X	X	X		X
Bowling	X	X	X	X	X	X
Golf	X	X	X	X	X	X
Tennis	X	X	X	X	X	X
Track and Field	X	X	X	X		X
Outdoor games	X	X	X	X	X	X
Softball	X	X	X	X	X	X
Olympics	X	X	X	X		X
Wrestling	X	X	X	X		X
Square Dancing	X	X	X	X	X	X

<b>7-8 JR HI</b>	<b>1 - fitness</b>	<b>2 - skills</b>	<b>3- knowledge</b>	<b>4 - social</b>	<b>5 - awareness</b>	<b>6 - safety</b>
Soccer	X	X	X	X		X
Ultimate	X	X	X	X		X

Team Handball	X	X	X	X		X
Floor Hockey	X	X	X	X		X
Dance	X	X	X	X	X	X
Eclipseball	X	X	X	X		X
Basketball	X	X	X	X		X
Flag Football	X	X	X	X		X
Softball	X	X	X	X	X	X
Volleyball	X	X	X	X	X	X
Badminton	X	X	X	X		X
Wellness Center	X	X	X	X	X	X
Fitness	X	X	X	X	X	X
Speed-a-way	X	X	X	X		X

<b>9-12 SR HI</b>	<b>1 - fitness</b>	<b>2 - skills</b>	<b>3- knowledge</b>	<b>4 - social</b>	<b>5 - awareness</b>	<b>6 - safety</b>
Soccer	X	X	X	X		X
Golf	X	X	X	X	X	X
Ultimate	X	X	X	X		X
x-c skiing	X	X	X	X	X	X
Snowshoeing	X	X	X	X	X	X
Team Handball	X	X	X	X		X
Floor Hockey	X	X	X	X		X
Dance	X	X	X	X	X	X
Eclipseball	X	X	X	X		X
Tennis	X	X	X	X	X	X
Basketball	X	X	X	X		X
Rec Games	X	X	X	X	X	X
Flag Football	X	X	X	X		X
Cooperative Games	X	X	X	X		X
Softball	X	X	X	X	X	X
Orienteering	X	X	X	X	X	X
Strength Training	X	X	X	X	X	X
Cross Country	X	X	X	X		X
Pickleball	X	X	X	X		X
Rugby	X	X	X	X		X
Fitness	X	X	X	X	X	X

<b>SENIOR</b>	<b>1 - fitness</b>	<b>2 - skills</b>	<b>3- knowledge</b>	<b>4 - social</b>	<b>5 - awareness</b>	<b>6 - safety</b>
Bowling		X	X	X	X	X
Ice Skating	X		X	X	X	X
Golf		X	X	X	X	X
Swimming			X	X	X	X
Horseback riding		X	X	X	X	X

The LaFayette CSD has aligned the K-12 physical education curriculum with the New York State learning standards. The district curriculum mapping system is currently being developed with the goal of implementation during the 2012-13 school year. The following curriculum mapping example reflects the system that the district intends to adopt. The physical education department will continue to develop the units.

\*Grimshaw Elementary School does the Hoops for Heart and Jump Rope for Heart every other year.

Core Curriculum Unit Planning Organizer

Name: PE Staff  
Unit of Study: Fitness

Grade/Course: K-3  
Timeline: 6 day unit

PHYSICAL EDUCATION LEARNING STANDARDS

- ✓ NYS Standard # 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
  - a. perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
  - b. design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
  
- ✓ NYS Standard # 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
  - a. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
  - b. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
  
- NYS Standard #3: Students understand and be able to manage their personal and community resources.
  - a. will be aware of and able to access opportunities available to them within their community to engage in physical activity.
  - b. be informed consumers and be able to evaluate facilities and programs.
  - c. be aware of some career options in the field of physical fitness and sports.
  
- ✓ NASPE Standard # 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
  
- ✓ NASPE Standard #2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.
  
- ✓ NASPE Standard #3: Participates regularly in physical activity.
  
- ✓ NASPE Standard #4: Achieves and maintains a health-enhancing level of physical fitness.
  
- ✓ NASPE Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
  
- ✓ NASPE Standard #6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<u>ESSENTIAL QUESTIONS</u>	<u>CORRESPONDING BIG IDEAS</u>
<p>As an adult, how does physical fitness help you in your life?</p> <p>What is the purpose/benefits of lifelong fitness?</p>	<p>Importance of physical fitness</p> <p>Importance of lifelong fitness</p> <p>Basic concepts for lifelong fitness</p>

<u>CONCEPT(S) NEED TO KNOW</u>	<u>SKILL(S) NEED TO BE ABLE TO DO</u>	<u>VOCABULARY</u>
<p>Types of exercises</p> <p>Fitness Components</p> <p>Heart rate Training principles</p> <p>Personal Safety and Etiquette</p> <p>Importance of diet, nutrition and rest</p>	<p>Demonstration of proper techniques for exercises</p> <p>Demonstration of safe and proper use of equipment</p> <p>Use of pedometers</p> <p>Heart rate measurement</p>	<p>Pulse</p> <p>Heart Rate</p> <p>Carotid Artery</p> <p>Artery</p> <p>Vein</p> <p>Resting Heart Rate</p> <p>Activity Heart Rate</p> <p>Warm up</p> <p>Cool down</p> <p>Measurement</p> <p>Stations</p> <p>Flexibility</p> <p>Rest Time</p> <p>Strength</p> <p>Endurance</p>

<p><u>21<sup>ST</sup> CENTURY SKILLS</u> (check all that apply)</p> <ul style="list-style-type: none"> <li>✓ Teamwork and Collaboration</li> <li><input type="checkbox"/> Initiative and Leadership</li> <li><input type="checkbox"/> Curiosity and Imagination</li> <li>✓ Innovation and Creativity</li> <li><input type="checkbox"/> Critical Thinking and Problem Solving</li> <li>✓ Flexibility and Adaptability</li> <li>✓ Effective Oral and Written Communication</li> <li>✓ Accessing and Analyzing Information</li> <li>✓ Other</li> </ul>	<p><u>RESEARCH BASED EFFECTIVE STRATEGIES</u> (check all that apply)</p> <ul style="list-style-type: none"> <li>✓ Identifying Similarities and Differences</li> <li><input type="checkbox"/> Summarizing and Note Taking</li> <li>✓ Reinforcing Effort, Providing Recognition</li> <li><input type="checkbox"/> Homework and Practice</li> <li>✓ Nonlinguistic Representations</li> <li>✓ Cooperative Learning</li> <li>✓ Setting Objectives, Providing Feedback</li> <li>✓ Generating and Testing Hypothesis</li> <li>✓ Cues, Questions, and Advance Organizers</li> <li><input type="checkbox"/> Interdisciplinary Non-Fiction Writing</li> </ul>	<p><u>BLOOMS TAXONOMY</u> (check all that apply)</p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li><input type="checkbox"/> Analysis</li> <li><input type="checkbox"/> Synthesis</li> <li><input type="checkbox"/> Evaluation</li> </ul>
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<p><u>PRE-ASSESSMENT</u></p> <p>Class dialogue</p>	<p><u>FORMATIVE ASSESSMENT(S)</u></p> <p>Lesson closures Review questions Oral questions</p>	<p><u>POST ASSESSMENT (SUMMATIVE)</u></p> <p>Self- evaluation</p>
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<p><u>TANGIBLE RESOURCES &amp; MATERIALS</u></p> <p>Posters/Signs Pedometers</p>	<p><u>TECH-BASED RESOURCES &amp; MATERIALS</u></p> <p>Websites Pedometers</p>
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Sequential plan for delivering instruction and monitoring learning

Day	Lessons, Activities, Embedded Assessment Check Points
1	Pre-Test Unit Introduction and overview Partial station usage
2	Review Warm-up Station usage 1-2 times Fitness Puzzles Analysis
3	Review Warm-up Station usage 2-3 times Fitness Puzzles Analysis
4	Review Warm-up Station usage 2-3 times Analysis
5	Review Warm-up Station usage 2-3 times Analysis
6	Self- Assessment Complete last day of fitness stations

<u>DIFFERENTIATED/ ENRICHMENT</u>	<u>INTERVENTION STRATEGIES TIERS 1, 2, 3</u>	<u>SPECIAL DESIGN FOR SPECIAL ED</u>
Adaptive Physical Education	<p><b><u>Who is experiencing the problem and what, specifically, is the problem?</u></b></p> <p>Students with Low level of fitness Students who are using improper technique</p> <p><b><u>What intervention strategies can be used to reduce the magnitude or severity of the problem?</u></b></p> <p>Students will need to increase levels of fitness and practice proper techniques throughout class and outside of class.</p> <p><b><u>Did the student’s problem get resolved as a result of the intervention?</u></b></p> <p>If the student was able to improve performance during the fitness unit, they will show improvement of these areas of concern.</p>	<p>Follow Individualized Education Plan for alternative instruction</p>

PILOT  
Core Curriculum Unit Planning Organizer

Name: PE Staff  
Unit of Study: Fitness

Grade/Course: 4-6  
Timeline: 6 day unit

PHYSICAL EDUCATION LEARNING STANDARDS

- ✓ NYS Standard # 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
  - a. perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
  - b. design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
- ✓ NYS Standard # 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
  - a. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
  - b. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
- NYS Standard #3: Students understand and be able to manage their personal and community resources.
  - a. will be aware of and able to access opportunities available to them within their community to engage in physical activity.
  - b. be informed consumers and be able to evaluate facilities and programs.
  - c. be aware of some career options in the field of physical fitness and sports.
- ✓ NASPE Standard # 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- ✓ NASPE Standard #2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.
- ✓ NASPE Standard #3: Participates regularly in physical activity.
- ✓ NASPE Standard #4: Achieves and maintains a health-enhancing level of physical fitness.
- ✓ NASPE Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- ✓ NASPE Standard #6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<u>ESSENTIAL QUESTIONS</u>	<u>CORRESPONDING BIG IDEAS</u>
<p>As an adult, how does physical fitness help you in your life?</p> <p>What is the purpose/benefits of lifelong fitness?</p>	<p>Importance of physical fitness</p> <p>Importance of lifelong fitness</p> <p>Basic concepts for lifelong fitness</p>

<u>CONCEPT(S) NEED TO KNOW</u>	<u>SKILL(S) NEED TO BE ABLE TO DO</u>	<u>VOCABULARY</u>
<p>Types of exercises  Fitness Components  Heart rate Training principles  Personal Safety and Etiquette  Importance of diet,  nutrition and rest</p>	<p>Demonstration of proper  techniques for exercises</p> <p>Demonstration of safe and  proper use of equipment</p> <p>Use of pedometers</p> <p>Heart rate measurement</p>	<p>Aerobic  Anaerobic  Pulse  Heart Rate  Carotid Artery  Resting Heart Rate  Activity Heart Rate  Warm up  Cool down  Measurement  Stations  Flexibility Training  Rest Time  Strength Training  Endurance</p>

<u>21<sup>ST</sup> CENTURY SKILLS</u> (check all that apply)	<u>RESEARCH BASED EFFECTIVE STRATEGIES</u> (check all that apply)	<u>BLOOMS TAXONOMY</u> (check all that apply)
<ul style="list-style-type: none"> <li>✓ Teamwork and Collaboration</li> <li><input type="checkbox"/> Initiative and Leadership</li> <li><input type="checkbox"/> Curiosity and Imagination</li> <li>✓ Innovation and Creativity</li> <li><input type="checkbox"/> Critical Thinking and Problem Solving</li> <li>✓ Flexibility and Adaptability</li> <li>✓ Effective Oral and Written Communication</li> <li>✓ Accessing and Analyzing Information</li> <li>✓ Other</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying Similarities and Differences</li> <li><input type="checkbox"/> Summarizing and Note Taking</li> <li>✓ Reinforcing Effort, Providing Recognition</li> <li><input type="checkbox"/> Homework and Practice</li> <li>✓ Nonlinguistic Representations</li> <li>✓ Cooperative Learning</li> <li>✓ Setting Objectives, Providing Feedback</li> <li>✓ Generating and Testing Hypothesis</li> <li>✓ Cues, Questions, and Advance Organizers</li> <li><input type="checkbox"/> Interdisciplinary Non-Fiction Writing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li><input type="checkbox"/> Synthesis</li> <li><input type="checkbox"/> Evaluation</li> </ul>

<u>PRE-ASSESSMENT</u>	<u>FORMATIVE ASSESSMENT(S)</u>	<u>POST ASSESSMENT (SUMMATIVE)</u>
Pre-wellness test	Lesson closures Review questions Oral questions	Post-wellness test

<u>TANGIBLE RESOURCES &amp; MATERIALS</u>	<u>TECH-BASED RESOURCES &amp; MATERIALS</u>
Posters/Signs Review Sheets Pedometers Score Sheets	Websites Pedometers Computers Fitnessgram program

Sequential plan for delivering instruction and monitoring learning

Day	Lessons, Activities, Embedded Assessment Check Points
1	Pre-Test Unit Introduction and overview Partial station usage
2	Review Warm-up Score sheet explanation Continue station usage with score sheet Analysis
3	Review Warm-up Lesson Focus 1-2 times through stations Continue station usage with score sheet Analysis
4	Review Warm-up Lesson Focus 2-3 times through stations Continue station usage with score sheet Analysis
5	Review for test Warm-up 1-2 times through stations Continue station usage with score sheet Analysis
6	Post Test Complete last day of fitness stations

<u>DIFFERENTIATED/ ENRICHMENT</u>	<u>INTERVENTION STRATEGIES TIERS 1, 2, 3</u>	<u>SPECIAL DESIGN FOR SPECIAL ED</u>
Adaptive Physical Education	<p><b><u>Who is experiencing the problem and what, specifically, is the problem?</u></b></p> <p>Students with Low level of fitness Students who are using improper technique</p> <p><b><u>What intervention strategies can be used to reduce the magnitude or severity of the problem?</u></b></p> <p>Students will need to increase levels of fitness and practice proper techniques throughout class and outside of class.</p> <p><b><u>Did the student's problem get resolved as a result of the intervention?</u></b></p> <p>If the student was able to improve performance during the fitness unit, they will show improvement of these areas of concern.</p>	Follow Individualized Education Plan for alternative instruction

PILOT  
Core Curriculum Unit Planning Organizer

Name PE Staff Grade/Course Jr High PE Grades 7-8  
Unit of Study Fitness Timeline 10 Days

PHYSICAL EDUCATION LEARNING STANDARDS

- ✓ NYS Standard # 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
  - a. perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
  - b. design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
  
- ✓ NYS Standard # 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
  - a. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
  - b. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
  
- ✓ NYS Standard #3: Students understand and be able to manage their personal and community resources.
  - a. will be aware of and able to access opportunities available to them within their community to engage in physical activity.
  - b. be informed consumers and be able to evaluate facilities and programs.
  - c. be aware of some career options in the field of physical fitness and sports.
  
- ✓ NASPE Standard # 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
  
- NASPE Standard #2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.
  
- ✓ NASPE Standard #3: Participates regularly in physical activity.
  
- ✓ NASPE Standard #4: Achieves and maintains a health-enhancing level of physical fitness.
  
- ✓ NASPE Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
  
- ✓ NASPE Standard #6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<u>ESSENTIAL QUESTIONS</u>	<u>CORRESPONDING BIG IDEAS</u>
<p>As an adult how does physical fitness help you in your life?</p> <p>What is the purpose/ benefits of lifelong fitness?</p>	<p>Importance of Physical Fitness</p> <p>Importance of Lifelong Fitness</p> <p>Muscle Anatomy</p> <p>Fitness Center Safety</p>

<u>CONCEPT(S) NEED TO KNOW</u>	<u>SKILL(S) NEED TO BE ABLE TO DO</u>	<u>VOCABULARY</u>
<p>5 Components of Health Related Fitness</p> <p>Fitness Principles</p> <p>Muscle Anatomy</p> <p>Heart Rate Training Principles</p> <p>Fitness Center Safety</p>	<p>Demonstration of proper techniques of exercises</p> <p>Demonstration of safe and proper use of equipment</p> <p>Ability to take pulse and monitor Heart Rate during exercise</p> <p>Basic understanding of the use of Polar Hear Rate Monitors</p>	<p>5 Components of Health Related Fitness</p> <ul style="list-style-type: none"> <li>-Muscular Strength</li> <li>-Muscular Endurance</li> <li>-Flexibility</li> <li>-Cardio-Respiratory Endurance</li> <li>-Body Composition</li> </ul> <p>Rest Time</p> <p>Recovery Time</p> <p>Breathing Technique</p> <p>Single Set Workout</p> <p>Multiple Set Workout</p> <p>Resting Heart Rate</p> <p>Target Heart Rate Zone</p> <p>Maximum Heart Rate</p> <p>Muscle Anatomy</p> <ul style="list-style-type: none"> <li>-Sternocleidomastoid</li> <li>-Deltoid</li> <li>-Pectoralis Major</li> <li>-Biceps</li> <li>-External Oblique</li> <li>-Forearm Flexors</li> <li>-Rectus Abdominis</li> <li>-Rectus Femoris</li> <li>-Trapezius</li> <li>-Triceps</li> <li>-Latissimus Dorsi</li> <li>-Forearem Extensors</li> <li>-Spinal Erectors</li> <li>-Gluteus Maximus</li> <li>-Hamstring</li> <li>-Gastrocnemius</li> </ul>

<u>21<sup>ST</sup> CENTURY SKILLS</u> (check all that apply)	<u>RESEARCH BASED EFFECTIVE STRATEGIES</u> (check all that apply)	<u>BLOOMS TAXONOMY</u> (check all that apply)
<ul style="list-style-type: none"> <li>✓ Teamwork and Collaboration</li> <li>✓ Initiative and Leadership</li> <li>✓ Curiosity and Imagination</li> <li>✓ Innovation and Creativity</li> <li>✓ Critical Thinking and Problem Solving</li> <li>✓ Flexibility and Adaptability</li> <li>✓ Effective Oral and Written Communication</li> <li>✓ Accessing and Analyzing Information</li> <li>✓ Other</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying Similarities and Differences</li> <li><input type="checkbox"/> Summarizing and Note Taking</li> <li>✓ Reinforcing Effort, Providing Recognition</li> <li>✓ Homework and Practice</li> <li>✓ Nonlinguistic Representations</li> <li>✓ Cooperative Learning</li> <li><input type="checkbox"/> Setting Objectives, Providing Feedback</li> <li><input type="checkbox"/> Generating and Testing Hypothesis</li> <li>✓ Cues, Questions, and Advance Organizers</li> <li><input type="checkbox"/> Interdisciplinary Non-Fiction Writing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Synthesis</li> <li>✓ Evaluation</li> </ul>

<u>PRE-ASSESSMENT</u>	<u>FORMATIVE ASSESSMENT(S)</u>	<u>POST ASSESSMENT (SUMMATIVE)</u>
Pre-Test of Knowledge of Fitness Information and Concepts	Oral Review of Information and Concepts  Nonlinguistic representations used to review Information  Demonstration of skills and methods during classes	Post-Test of Knowledge of Fitness Information and Concepts

<u>TANGIBLE RESOURCES &amp; MATERIALS</u>	<u>TECH-BASED RESOURCES &amp; MATERIALS</u>
PE Exercise Equipment LaFayette Jr/Sr High School Wellness Center Equipment Polar Heart Rate Monitors Review Sheets Posters	PE Department Web Page Polar Heart Rate Monitors Power Point Presentations iPad Video Demonstrations

Sequential plan for delivering instruction and monitoring learning

Day	Lessons, Activities, Embedded Assessment Check Points
1	Pre-Test Unit Introduction and Overview
2	Introduction to Muscle Anatomy Introduction to Exercises and Wellness Center Safety
3	Review of Muscle Anatomy and Wellness Center Safety Introduction of 5 Components of Health Related Fitness Begin Single Set Muscular Endurance Workout
4	Review of Muscle Anatomy, Wellness Center Safety and 5 Components of Fitness Complete Single Set Muscular Endurance Workout
5	Review of Muscle Anatomy, Wellness Center Safety and 5 Components of Fitness Multiple Set Muscular Strength Workout
6	Introduction to Pulse, Heart Rate, Target Heart Rate Zone Measure Heart Rate before, during and after Aerobic Exercise
7	Review Pulse, Heart Rate, Target Heart Rate Zone and 5 Components of Fitness Introduce the use of Polar Heart Rate Monitors Use Heart Rate Monitors to measure Heart Rate before, during and after Aerobic Exercise
8	Review Pulse, Heart Rate, Target Heart Rate Zone, 5 Components of Fitness and use of Polar Heart Rate Monitors Use Heart Rate Monitors to measure Heart Rate before, during and after Aerobic Exercise
9	Review for Post-Test Use Heart Rate Monitors to measure Heart Rate before, during and after Aerobic Exercise
10	Post-Test

<u>DIFFERENTIATED/ ENRICHMENT</u>	<u>INTERVENTION STRATEGIES TIERS 1, 2, 3</u>	<u>SPECIAL DESIGN FOR SPECIAL ED</u>
Adapted Physical Education	<p><b><u>Who is experiencing the problem and what, specifically, is the problem?</u></b></p> <p>Students with Low level of fitness Students who are using improper technique</p> <p><b><u>What intervention strategies can be used to reduce the magnitude or severity of the problem?</u></b></p> <p>Students will need to increase levels of fitness and practice proper techniques throughout class and outside of class.</p> <p><b><u>Did the student's problem get resolved as a result of the intervention?</u></b></p> <p>If the student was able to improve performance during the fitness unit, they will show improvement of these areas of concern.</p>	Follow recommendations on Individual Education Plan for alternative instruction.

PILOT  
Core Curriculum Unit Planning Organizer

Name: PE Staff  
Unit of Study: Fitness

Grade/Course: 9-12  
Timeline: 10 day unit

PHYSICAL EDUCATION LEARNING STANDARDS

- ✓ NYS Standard # 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
  - a. perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
  - b. design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
  
- ✓ NYS Standard # 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
  - a. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
  - b. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
  
- ✓ NYS Standard #3: Students understand and be able to manage their personal and community resources.
  - a. will be aware of and able to access opportunities available to them within their community to engage in physical activity.
  - b. be informed consumers and be able to evaluate facilities and programs.
  - c. be aware of some career options in the field of physical fitness and sports.
  
- ✓ NASPE Standard # 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
  
- ✓ NASPE Standard #2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.
  
- ✓ NASPE Standard #3: Participates regularly in physical activity.
  
- ✓ NASPE Standard #4: Achieves and maintains a health-enhancing level of physical fitness.
  
- ✓ NASPE Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
  
- ✓ NASPE Standard #6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<u>ESSENTIAL QUESTIONS</u>	<u>CORRESPONDING BIG IDEAS</u>
<p>As an adult, how does physical fitness help you in your life?</p> <p>What is the purpose/benefits of lifelong fitness?</p>	<p>Importance of physical fitness</p> <p>Importance of lifelong fitness</p> <p>Basic concepts for lifelong fitness</p> <p>Program design for lifelong fitness</p> <p>Community resource management for lifelong fitness</p>

<u>CONCEPT(S) NEED TO KNOW</u>	<u>SKILL(S) NEED TO BE ABLE TO DO</u>	<u>VOCABULARY</u>
<p>Types of exercises</p> <p>FITT Principles</p> <p>Fitness Principles</p> <p>5 Components of Health related Fitness</p> <p>Heart rate Training principles</p> <p>Personal Safety and Etiquette</p> <p>Muscle Anatomy</p> <p>Program design</p>	<p>Demonstration of proper techniques for exercises</p> <p>Demonstration of safe and proper use of equipment</p> <p>Use of heart rate monitors</p> <p>Use of nautilus type equipment, free weights and spotting techniques</p>	<p>Aerobic Training</p> <p>Strength Training</p> <p>Flexibility Training</p> <p>FITT Principles:</p> <p>Frequency, Intensity, Time, Type</p> <p>Principle of Overload</p> <p>Principle of Progression</p> <p>Principle of Specificity</p> <p>Breathing Technique</p> <p>Rest Time</p> <p>Recovery Time</p> <p>Single Set Workout</p> <p>Multiple Set Workout</p> <p>Benefits of Strength Training</p> <p>Components of Fitness</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Cardio-Respiratory Endurance</p> <p>Flexibility</p> <p>Body Composition</p> <p>Resting Heart Rate</p> <p>Target Heart Rate</p> <p>Maximum Heart Rate</p>

<u>21<sup>ST</sup> CENTURY SKILLS</u> (check all that apply)	<u>RESEARCH BASED EFFECTIVE STRATEGIES</u> (check all that apply)	<u>BLOOMS TAXONOMY</u> (check all that apply)
<ul style="list-style-type: none"> <li>✓ Teamwork and Collaboration</li> <li>✓ Initiative and Leadership</li> <li>✓ Curiosity and Imagination</li> <li>✓ Innovation and Creativity</li> <li>✓ Critical Thinking and Problem Solving</li> <li>✓ Flexibility and Adaptability</li> <li>✓ Effective Oral and Written Communication</li> <li>✓ Accessing and Analyzing Information</li> <li>✓ Other</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying Similarities and Differences</li> <li>✓ Summarizing and Note Taking</li> <li>✓ Reinforcing Effort, Providing Recognition</li> <li>✓ Homework and Practice</li> <li>✓ Nonlinguistic Representations</li> <li>✓ Cooperative Learning</li> <li>✓ Setting Objectives, Providing Feedback</li> <li>✓ Generating and Testing Hypothesis</li> <li>✓ Cues, Questions, and Advance Organizers</li> <li>✓ Interdisciplinary Non-Fiction Writing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Synthesis</li> <li>✓ Evaluation</li> </ul>

<u>PRE-ASSESSMENT</u>	<u>FORMATIVE ASSESSMENT(S)</u>	<u>POST ASSESSMENT (SUMMATIVE)</u>
Pre-test for fitness vocabulary and concepts	Lesson closures Review questions Oral questions Homework	Unit Exam Fitness Plan

<u>TANGIBLE RESOURCES &amp; MATERIALS</u>	<u>TECH-BASED RESOURCES &amp; MATERIALS</u>
LaFayette Wellness Center equipment Polar Heart Rate Monitors Posters Review Sheets	Websites Polar Heart Rate Monitors Computers Power Point Presentations Ipad video demos

Sequential plan for delivering instruction and monitoring learning

Day	Lessons, Activities, Embedded Assessment Check Points
1	Pre-Test Unit Introduction and overview
2	Wellness Center overview - Stations
3	Strength Training Concepts and Log progress
4	Continue Strength Training Concepts and Log progress
5	Continue Strength Training Concepts and Log progress
6	Aerobic Training Concepts Heart Rate Monitor use
7	Continue Aerobic Training Concepts Heart Rate into Target zone for 30 minutes
8	Continue Aerobic Training Concepts Heart Rate into Target zone for 30 minutes
9	Flexibility Training, Review for the Unit Exam
10	Unit Exam

<u>DIFFERENTIATED/ ENRICHMENT</u>	<u>INTERVENTION STRATEGIES TIERS 1, 2, 3</u>	<u>SPECIAL DESIGN FOR SPECIAL ED</u>
Adaptive Physical Education	<p><b>Who is experiencing the problem and what, specifically, is the problem?</b></p> <p>Students with Low level of fitness Students who are using improper technique</p> <p><b>What intervention strategies can be used to reduce the magnitude or severity of the problem?</b></p> <p>Students will need to increase levels of fitness and practice proper techniques throughout class and outside of class.</p> <p><b>Did the student's problem get resolved as a result of the intervention?</b></p> <p>If the student was able to improve performance during the fitness unit, they will show improvement of these areas of concern.</p>	Follow Individualized Education Plan for alternative instruction

## **E. Attendance Policy**

The policy of the LaFayette Central School is that all students must participate in scheduled Physical Education classes unless illness or physical incapacity prevents the student from participating.

Long Term illness or injury needs documentation from a doctor.

1. Needs to indicate nature of disability
2. Needs to indicate restrictions
  - a. Medical written packets are completed for students who are not able to physically participate in classes
  - b. Stationary bikes are used for students who are able to participate in restricted activity

Short Term illness or injury needs documentation from a caregiver or school nurse.

## **Adapted Physical Education (APE)**

In New York State, all elementary and secondary school students must receive Physical Education as part of their education program. The federal Individuals with Disabilities Education Act (IDEA) entitles all students with disabilities to receive a free, appropriate public education, including appropriate physical education. Adapted Physical Education (APE) is vitally important to the quality of life for students with disabilities. Providing safe and successful experiences and meeting the unique needs of students with disabilities through physical education will enhance self-actualization, including the development of abilities in the psychomotor, cognitive, and affective domains.

Adaptive Physical Education means a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular Physical Education program. The term *Adaptive Physical Education* appears in Part 300 of the Code of Federal Regulations and Part 200 and Part 135 of the Commissioner's Regulations. Nationally, the recognized term is *Adapted Physical Education*. Therefore, in this document we will use the term *adapted physical education* to indicate Adaptive Physical Education.

Adapted Physical Education may be provided to any child who has a unique need in physical education. However, this document addresses those students that have an individualized education program under Section 504 of the Rehabilitation Act of 1973, or the Individuals with Disabilities Education Act, and Article 89 of the New York State Education Law.

*Adapted Physical Education: Regulations, Recommendations, and Resources* has three sections. Section I provides the requirements and recommendations for the implementation of Adapted Physical Education in a question-and-answer format. Section II contains all appropriate Federal and State laws and regulations regarding Adapted Physical Education. Section III provides teachers and administrators with recommendations and resources to implement appropriate Adapted Physical Education programs.

<http://www.p12.nysed.gov/ciai/pe/documents/qa.pdf>

- b. The procedure for a student to receive Adapted Physical Education in the LaFayette CSD is as follows:
  - i. Occupational/Physical Therapist recommendation to CARE team
  - ii. Consultation with Special Education or classroom teacher, preceded by a CARE team referral for a needs assessment

The CARE team procedure will come up with recommendations for interventions to allow the student to participate more effectively in Physical Education class. Interventions are then implemented in combination with OT and PT. Evaluations are then completed to assess their effectiveness. If interventions are ineffective, the student would be reassessed by the CSE chair.

In order for a student to receive Adapted Physical Education, it must be written on the student's IEP, have a medical prescription stating their physical restrictions, or if the district deems it necessary.

## F. Grading Policy

### Grimshaw

#### K-3 REPORT CARD

<b>PE grading categories</b>
Demonstrates Skills
Exhibits good sportsmanship
Participates willingly
Exhibits appropriate behavior
Physical Fitness
Overall Grade

<b>PE grading letters/levels</b>
M- Meets Expectations
P- Proficient
C- Area of Concern
I- Inconsistent

#### 4-6 REPORT CARD

<b>PE grading categories</b>			<b>PE grading letters/levels</b>
Behavior	20%		4- Accomplished
Participation	20%		3- Proficient
Skill	40%		2- Developing
Sportsmanship	20%		1- Struggling

#### Daily Class Rubric for Grimshaw Elementary

<b>Behavior/Attitude</b>	
4	Always Cooperative/Willing
3	Cooperative most of the time
2	Cooperative sometimes
1	Seldom Cooperative
<b>Participation/Effort</b>	
4	Full participation/no problems
3	One or two unprepared/ problems
2	Three unprepared/problems
1	Four or more unprepared/problems
<b>Sportsmanship</b>	
4	Always positive
3	Positive most of the time
2	Positive sometimes
1	Seldom positive
<b>Skill</b>	
4	No apparent difficulties
3	Needs some reinforcement
2	Inconsistent performance
1	Difficult time performing

## ONS

### **K-3 REPORT CARD**

- 100% PARTICIPATION

### **4-8 REPORT CARD**

Participation	80%
Assessment testing	20%

## JSHS

### **7-8 REPORT CARD**

Participation	80%
Test/Homework	20%

### **9-12 REPORT CARD**

Participation	65%
Written work/Tests	25%
Skill	10%

### **Daily Participation Rubric 7-12 JSHS**

#### **4 points**

- remains on task
- respects others and equipment
- follows PE policies and safety rules
- exhibits cooperative and supportive behavior at all times
- consistently works to the best of his/her ability
- is prompt and fully prepared for activity

#### **3 points**

- remains on task most of the time
- follows PE policies and safety rules
- once in a while, needs to be reminded to remain cooperative and to maintain supportive behaviors
- class work impacted due to lateness

#### **2 points**

- must often be reminded to apply appropriate effort and to remain cooperative
- negatively impacts the group
- class work impacted due to lateness
- does not participate, but completes packet

#### **1 point**

- must constantly be reminded to remain cooperative
- makes little or no effort to apply oneself
- negatively impacts the group
- class work impacted due to lateness, and unprepared for activity

#### **0 points**

- absent from class—does not participate in activities
- violates PE policies
- removal from class/removal from activity
- leaves class before the bell rings

## G. Personnel

Physical Education Director	none	
LaFayette Jr./Sr. High School	2 FTE	
Grimshaw Elementary School	2 FTE	
Onondaga Nation School	.90 FTE	
Big Picture School	none	

## H. Facilities

Building	Facility	Size	Use
LaFayette Jr./Sr. HS	Small Gym		PE, Community, Athletics
	Large Gym	Full gym with dividing doors	PE, Community, Athletics
	Wellness Center		PE, Community, Athletics
	Wrestling Room		PE, Community, Athletics
	Football/Lacrosse Field		PE, Community, Athletics
	Pit – lower field		PE, Community, Athletics
	Softball field		PE, Community, Athletics
	Outfield of baseball field		PE, Community, Athletics
Grimshaw Elementary	Gymnasium	Full gym with dividing doors	PE, Community, Athletics
	Upper field		PE, Community, Athletics
	Lower soccer field		PE, Community, Athletics
	Playground		
ONS	Gymnasium		PE, Community, Athletics
	Nature Walk		PE, Community
	Playground		PE, Community
	Baseball Field		PE, Community
	Softball Field		PE, Community
	Wellness Station		PE, Community
	Culture Center		PE, Community

## **I. Administrative Policies/Procedures**

In compliance with Title IX regulation, all classes at LaFayette CSD from Kindergarten through twelfth grade are co-educational. All classes are co-educational for a variety of activities. A few activities that are not co-educational are due to the physical nature of certain activities, culture, safety issues and are done in the best interest of our students. Extracurricular activities will fulfill all Title IX requirements.

- a. Physicals: all regular and athletic physical information is on file in the health office.

### Physical Exam Policy

School children in New York State are required to have physical examinations in grades Pre K, K, 2, 4, 7 and 10. All students participating in interscholastic sports must also receive an exam. These exams must be performed after June 1st for the following school year. In addition, all new students are required to have an exam on file within 30 days of entering school. An exam done within one year prior to entrance will be accepted. A physical may also be required for a student being evaluated by the CSE.

Each building nurse may schedule their own physicals directly with the health provider as needed. During physical exams one R.N. and 1 assistant (aide or another nurse) must be present.

All physicals, required and sports, will be done only with a parent/guardian signature, per school physician. No student will be allowed to begin tryout practice without receiving a medical eligibility certificate from the Health Office. To receive a certificate there must be an up-to-date physical on file. If the physical was performed more than 30 days prior to the start of practice, a health update form must be completed and signed by the parent/guardian.

Required physicals will be done according to grade level even when repeating a grade. If this presents a financial problem it may be done at school for free.

Parents/guardians will be notified by the school nurse of anything the school physician feels should be evaluated further by a student's own physician. If the student fails to bring in the signed form, his/her parent will be responsible for obtaining a private physical before the student may participate in sports.

Any student not in compliance with a required physical by the end of the school year will be referred to the building principal and should NOT be re-admitted in September unless their physical is on file in the Health Office.

### Athletic Program - Safety

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

1. Requiring medical examinations of participants;
2. Obtaining certificated personnel to coach all varsity, junior varsity, and modified games.
3. Ensuring that equipment is both safe and operative within approved guidelines.

b. Fitness testing

See appendix for example of Fitnessgram report card.

## Fitnessgram Program Overview

Fitnessgram is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The **assessment** includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate.

The Healthy Fitness Zone standards are not based on class averages or any other peer comparisons. They are **criterion-referenced standards** that are based on levels of fitness needed for good health. The standards are set specifically for boys and girls of various ages using the best available research. The Healthy Fitness Zone standards were established by the [Fitnessgram Scientific Advisory Board](#), which includes some of the foremost scientists and practitioners in fitness and physical activity.

Fitnessgram/Activitygram is software published by Human Kinetics. The **software** provides an efficient way for schools and other organizations to perform effective fitness and physical activity assessments on children, provide appropriate feedback to children and parents, and maintain accurate and comprehensive records over time.

A key feature of the Fitnessgram software is its ability to generate **printed reports** for each student (a parent version of the report can be generated, too). The Fitnessgram report defines the recommended range of fitness for each test measure—the Healthy Fitness Zone. When a child's score falls within the Healthy Fitness Zone, it means the child has achieved a level of fitness associated with being healthy. Teachers and administrators can also generate more advanced statistical reports on the health and fitness of all their students.

The Fitnessgram report provides information about the student's level of physical fitness in an easy-to-read format. More important, the report provides personalized suggestions that can help in planning an individualized fitness plan.

## Activitygram and Activity Log

The Activitygram component of the software is an activity assessment tool that enables students to record their physical activity in 30-minute increments over a 3-day period. The software generates a report showing total minutes of activity, periods of activity time each day, and types of activity.

The Activity Log component allows students to track their physical activity, either in step counts or minutes of activity for each day. Teachers can issue challenges to students to increase their physical activity, and depending on the version of the software used, challenges can be issued from class-to-class or even school-to-school.

Both Activitygram and Activity Log support Fitnessgram by emphasizing the need for at least 60 minutes of daily physical activity.

## Educational Tool

Ultimately, Fitnessgram and Activitygram is an educational tool that helps students learn—as part of a high quality, standards-based physical education curriculum—how it feels to become more physically fit, and how to value a physically active lifestyle.

Fitnessgram is a team effort. It requires participation of teachers, administrators, and technology staff. The benefits are immense—Fitnessgram can help a physical education program define its goals and bring everyone on board with those common goals.

<http://www.fitnessgram.net/programoverview/>

Test Items that are done at LaFayette Central School District

	PACER	MILE RUN	CURL-UPS	PUSH-UPS	TRUNK LIFT	BACK SAVER SIT AND REACH	SHOULDER STRETCH	HEIGHT	WEIGHT	SKIN FOLD TEST
Grimshaw		X	X	X	X	X	X	X	X	X
ONS	X	X	X	X	X	X	X	X	X	X
Jr./Sr. HS	X	X	X	X	X	X	X	X	X	

c. Class size and grouping /Title IX

School	Sections	Class Size per teacher	Grouping
<b>Grimshaw Elementary</b>		<b>16-24</b>	<b>CO-ED</b>
K	3		
1	3		
2	3		
3	3		
4	3		
5	3		
6	3		
<b>ONS K-8</b>		<b>10-21</b>	<b>CO-ED</b>
K	1		
1	1		
2	1		
3	1		
4	1		
5	1		
6	1		
7	1		
8	1		
<b>Jr. High 7-8</b>		<b>20-25</b>	<b>CO-ED</b>
7	2.5		
8	2.5		
<b>Sr. High 9-12</b>		<b>20-30</b>	<b>CO-ED</b>
	10		

d. Use of non-school facilities

Non-school Facility	Location	Use
Stafford Park	LaFayette	Tennis Courts, Walking Trail
Ropes Course	LaFayette	High ropes, low ropes
Tanglewood Riding Center	LaFayette	Horseback riding lessons
Orchard Vali Golf Course	LaFayette	Golf
Fencing Center	Syracuse	Fencing
Southwest Community Center	Syracuse	Swimming
Skaneateles YMCA	Skaneateles	Swimming & Ice Skating
Meachem Ice Arena	Nedrow	Ice Skating
Cedar House Bowling Center	Skaneateles	Bowling
Erie Blvd. Bowling Center	DeWitt	Bowling
JM McDonald Complex	Homer	Ice Skating, Turf
Spinning Wheel	N. Syracuse	Miniture Golf Course, Driving Range

e. Supplementary personnel

Teacher assistants support individual students who have individualized education plans that require the support.

f. Summer school program

Not applicable

g. Safety practices/policies

h. Alternative PE

There is currently no alternative PE program at LaFayette Central School District.

Big Picture School

Students create their own personal Physical Education goals. It is the student's responsibility to log their progress. The PE requirement is assessed using a pass/fail grading system under the supervision of the principal.

# III. Appendix

# Commissioner's Regulations

**Disclaimer:** These Rules of the Regents and Regulations of the Commissioner of Education ("regulations") are unofficial, and are presented for general informational purposes as a public service. Although reasonable efforts have been made to ensure that these regulations are current, complete and accurate, the State Education Department does not warrant or represent that they are current, complete and accurate. These regulations are subject to change on a regular basis. Readers are advised to consult Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR), published by the Department of State, and the State Register for the official exposition of the text of these regulations, as well as for amendments and any subsequent changes or revisions thereto.

TITLE 8. EDUCATION DEPARTMENT  
CHAPTER II. REGULATIONS OF THE COMMISSIONER  
SUBCHAPTER G. HEALTH AND PHYSICAL EDUCATION  
PART 135. HEALTH, PHYSICAL EDUCATION AND RECREATION  
Current through July 27, 2010

**\* Section 135.1.\* Definitions.**

Definitions as used in this Part:

(a) **Commissioner** means the Commissioner of Education.

(b) **Department** means the Education Department of the State of New York.

(c) **Satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable** mean satisfactory, appropriate, approved, acceptable, adequate, equivalent, essential, sufficient, suitable, respectively, in the judgment of the commissioner.

(d) **School personnel** means persons employed by school authorities in conducting the schools.

(e) **Adaptive physical education** means a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of pupils with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

(f) **Athletic association** means an approved central organization of schools joined together on a large geographic area or statewide basis for the purpose of governing athletic programs for all its member schools.

(g) **Bona fide student** means a regularly enrolled student who is taking sufficient subjects to make an aggregate amount of three courses and who satisfies the physical education requirement.

(h) **Extraclass periods in physical education** mean those sessions organized for instruction and practice in skills, attitudes and knowledge through participation in individual, group and team activities organized on an intramural, extramural or interschool athletic basis to supplement regular physical education class instruction.

(i) **Extramural activities** mean those games or other events which involve the participation of pupils from two or more school districts and which are conducted as play-days or sports days at the end of the intramural season.

(j) **Health education** means instruction in understandings, attitudes and behavior in regard to the several dimensions of health. This instruction relates to alcohol, tobacco and other drugs, safety, mental health, nutrition, dental health, sensory perception, disease prevention and control, environmental and public health, consumer health, first aid, and other health-related areas.

(k) **Instructional physical education** means the required physical education program which has as its foundation planned sequential learning experiences for all students.

(l) **Interschool activities** mean those which provide competition between representatives of two or more schools and which offer enriched opportunities for the selected and more highly skilled individuals.

(m) **Intramural activities** mean those activities conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire enrollment.

(n) **Invitation activities** mean those games or other events dealing with one sport, arranged by invitation of one school to one or more other schools without leading to any formal schedule and championship.

(o) **League** means an organization of schools joined for the purpose of providing athletic competition among schools of comparable size, interests, and within reasonable distance of each other.

(p) **Mixed competition** means the combination of male and female pupils participating on the same interschool athletic teams.

(q) **Organized practice** means a session of an athletic squad or group organized for interschool athletics for the purpose of providing instruction and practice in physical conditioning activities, skills, team play and game strategy, under the supervision of a qualified school official.

(r) **Physical fitness** activities mean those physical activities which are designed to develop endurance, strength and agility and to fit the individual so that he can perform the task repeatedly without undue fatigue and with a reserve capacity to meet unexpected stresses and hazards.

(s) **Physiological maturity** means a stage of maturation identified by the school physician in determining an appropriate level of interschool athletic competition in accordance with standards established by the commissioner.

(t) **Recreation** means the program which is organized to include types of activities such as arts and crafts, athletics, dramatics, music, rhythms, sports, swimming and water safety provided at the discretion of school district authorities under the supervision of qualified personnel and designed to provide for the worthy use of leisure by individuals and groups.

(u) **Sports day** means a day when pupils from two or more schools meet and engage in a variety of competitive sports events.

(v) **Section** means an organization of schools within a specified geographic area which holds membership in an athletic association, and is established for the purpose of administering athletic programs for the member schools and leagues within such area.

**\* Section 135.2.\* General regulations.**

(a) All schools under the jurisdiction of the State Education Department shall provide a program of health, physical education and recreation in an environment conducive to healthful living. This program shall include:

- (1) health and safety education;
- (2) physical education, including athletics; and
- (3) recreation.

(b) It shall be the duty of trustees and boards of education:

- (1) to provide approved and adequate personnel and facilities;
- (2) to maintain for each child cumulative records covering the essential features of the health and physical education program and, when a pupil transfers to another school, to provide such school with a certified transcript thereof;
- (3) to make reports to the department on forms prescribed by the commissioner.

**\* Section 135.3.\* Health education.**

(a) Provision for health education. It shall be the duty of the trustees and boards of education to provide a satisfactory program in health education in accordance with the needs of pupils in all grades. This program shall include, but shall not be limited to, instruction concerning the misuse of alcohol, tobacco and other drugs.

(b) Health education in the elementary schools.

(1) The elementary school curriculum shall include a sequential health education program for all pupils, grades K-6. In the kindergarten and primary grades, the teacher shall provide for pupil participation in planned activities for developing attitudes, knowledge and behavior that contribute to their own sense of self-worth, respect for their bodies and ability to make constructive decisions regarding their social and emotional, as well as physical, health. Personal health guidance shall also be provided according to the individual needs of pupils. This guidance shall include the development of specific habits necessary to maintain good individual and community health. In addition to continued health guidance, provision shall be made in the school program of grades 4-6 for planned units of teaching which shall include health instruction through which pupils may become increasingly self-reliant in solving their own health

problems and those of the group. Health education in the elementary school grades shall be taught by the regular classroom teachers.

(2) All elementary schools shall provide appropriate instruction concerning the acquired immune deficiency syndrome (AIDS) as part of the sequential health education program for all pupils, grades K-6. Such instruction shall be designed to provide accurate information to pupils concerning the nature of the disease, methods of transmission, and methods of prevention; shall stress abstinence as the most appropriate and effective premarital protection against AIDS, and shall be age appropriate and consistent with community values. No pupil shall be required to receive instruction concerning the methods of prevention of AIDS if the parent or legal guardian of such pupil has filed with the principal of the school which the pupil attends a written request that the pupil not participate in such instruction, with an assurance that the pupil will receive such instruction at home. In public schools, such instruction shall be given during an existing class period using existing instructional personnel, and the board of education or trustees shall provide appropriate training and curriculum materials for the instructional staff who provide such instruction and instructional materials to the parents who request such materials. In public schools, the board of education or trustees shall establish an advisory council which shall be responsible for making recommendations concerning the content, implementation, and evaluation of an AIDS instruction program. The advisory council shall consist of parents, school board members, appropriate school personnel, and community representatives, including representatives from religious organizations. Each board of education or trustees shall determine the content of the curriculum and approve its implementation, and shall be responsible for the evaluation of the district's AIDS instruction program.

(c) Health education in the secondary schools.

(1) The secondary school curriculum shall include health education as a constant for all pupils. In addition to continued health guidance in the junior high school grades, provision shall also be made for a separate one-half year course. In addition to continued health guidance in the senior high school, provision shall also be made for an approved one-half unit course. Health education shall be required for all pupils in the junior and senior high school grades and shall be taught by teachers holding a certificate to teach health. A member of each faculty with approved preparation shall be designated as health coordinator, in order that the entire faculty may cooperate in realizing the potential health-teaching values of the school programs. The health coordinator shall insure that related school courses are conducted in a manner supportive of health education, and provide for cooperation with community agencies and use of community resources necessary for achieving a complete school-community health education program.

(i) All secondary schools shall provide appropriate instruction concerning the acquired immune deficiency syndrome (AIDS) as part of required health education courses in grades 7-8 and in grades 9-12. Such instruction shall be designed to provide accurate information to pupils concerning the nature of the disease, methods of transmission, and methods of prevention; shall stress abstinence as the most appropriate and effective premarital protection against AIDS, and shall be age appropriate and consistent with community values. No pupil shall be required to receive instruction concerning the methods of prevention of AIDS if the parent or legal guardian of such pupil has filed with the principal of the school which the pupil attends a written request that the pupil not participate in such instruction, with an assurance that the pupil will receive such instruction at home. In public schools, such instruction shall be given during an existing class period using existing instructional personnel, and the board of education or trustees shall provide appropriate training and curriculum materials for the instructional staff who provide such instruction and instructional materials to the parents who request such materials. In public schools, the board of education or trustees shall establish an advisory council which shall be responsible for making recommendations concerning the content, implementation, and evaluation of an AIDS instruction program. The advisory council shall consist of parents, school board members, appropriate school personnel, and community representatives, including representatives from religious organizations. Each board of education or trustees shall determine the content of the curriculum and approve its implementation and shall be responsible for the evaluation of the district's AIDS instruction program.

(ii) Boards of education or trustees that make condoms available to pupils as part of the district's AIDS instruction program shall:

(a) submit a condom distribution policy to the advisory council for appropriate recommendations;

(b) make condoms available only to pupils who participate in an appropriate AIDS instruction program as defined in this section;

(c) provide each pupil receiving condoms with accurate and complete personal health guidance as to the risks of disease that may result from the pupil's use or misuse of such product, which appropriately takes into account the child's age;

(d) assure that such personal health guidance is provided by health service personnel or school personnel trained and supervised by competent health professionals or health educators; and

(e) submit for approval by the commissioner a plan for the training of health service personnel, as defined in section 136.1(c) of this Title, or school personnel who will provide such personal health guidance. Such plan shall be

approved upon a finding of the commissioner that the training is adequate to prepare such personnel or school personnel to provide the required personal health guidance in an effective manner.

**\* Section 135.4.\* Physical education.**

(a) School district plans. It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as provided in this section. Such current plans shall be kept on file in the school district office and shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. All school districts shall comply with the provisions of this section by August 1, 1982. However, the requirement for submission of a plan shall become effective by January 1, 1983. A school district may conduct an instructional physical education program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the commissioner. An equivalent program may be implemented only after approval from the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. A request for approval to conduct an equivalent instructional physical education program shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services, and shall include the:

- (1) program goals and objectives;
- (2) way in which students are to be scheduled and the length of time daily, weekly, monthly or yearly;
- (3) program activities offered at each grade level or each year of instruction; and
- (4) assessment activities for determining the students' performance toward the goals and objectives of the program.

(b) Nonpublic schools. Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in grades kindergarten through 12 shall attend such courses. If such courses are not established and maintained in any private school, instruction in such school shall not be deemed to be substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

(c) Program plans. School district plans shall include the following:

(1) Curriculum.

(i) The curriculum shall be designed to:

- (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life;
- (b) attain competency in the management of the body and useful physical skills;
- (c) emphasize safety practices;
- (d) motivate expression and communication;
- (e) promote individual and group understanding;
- (f) provide knowledge and appreciation of physical education activities;
- (g) make each individual aware of the effect of physical activity upon the body;
- (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and
- (i) reinforce basic learnings of other areas of the total school curriculum.

(ii) There shall be experiences of sufficient variety in each of the following:

- (a) basic and creative movement;
  - (b) rhythm and dance;
  - (c) games;
  - (d) perceptual-motor skills;
  - (e) individual and team sports;
  - (f) gymnastics;
  - (g) aquatics, where possible;
  - (h) lifetime sports activities;
  - (i) outdoor living skills; and
  - (j) other appropriate activities which promote the development of boys and girls.
- (iii) There shall be opportunity provided for participation in appropriate extra-class activities.
- (iv) There shall be activities adapted to meet the needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education. Adaptive physical education programs shall be taught by a certified physical education teacher.

(v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

(2) Required instruction.

(i) Elementary instructional program--grades K through 6. Pupils in grades K-6 shall participate in the physical education program as follows:

(a) all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs (K-6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering;

(b) notwithstanding the provisions of clause (a) of this subparagraph, pupils in grades 5-6 who are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns; or

(c) as provided in an equivalent program approved by the Commissioner of Education.

(ii) Secondary instructional program--grades 7 through 12. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

(a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or

(b) a comparable time each semester if the school is organized in other patterns; or

(c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) for pupils in grades 10 through 12 only, a comparable time each semester in out- of-school activities approved by the physical education staff and the school administration; or

(e) as provided in an equivalent program approved by the Commissioner of Education.

(3) Attendance.

(i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in physical education program which complies with the provisions of this section. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

(4) Personnel.

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(ii) When students participate in out-of-school activities as part of alternative programs, such activities may be taught by noncertified personnel, provided they have appropriate experience and are so approved by the board of education.

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the commissioner. School districts may share the services of a director of physical education.

(5) Facilities. Trustees and boards of education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels.

(6) Administrative procedures.

(i) School district plans for the physical education program shall include information on the following administrative procedures:

(a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;

(b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;

(c) class size and grouping patterns which are compatible with the activities being taught;

(d) use of nonschool facilities;

(e) use of noncertified persons, such as student leaders, practice teachers, etc.;

(f) use of supplementary personnel which are described in section 80.33 of this Title;

- (g) summer school physical education programs, if conducted; and
- (h) policies and procedures for the conduct of extraclass programs.

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the commissioner shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services as requested.

(7) Basic code for extraclass athletic activities. Athletic participation in all schools shall be planned so as to conform to the following:

- (i) General provisions. It shall be the duty of trustees and boards of education:

(a) to conduct school extra class athletic activities in accordance with this Part and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board for the enactment of such rules;

- (b) to make the extraclass athletic activities an integral part of the physical education program;

(c) to appoint individuals, whether in a paid or non-paid (volunteer) status, to serve as coaches of interschool athletic teams, other than intramural teams or extramural teams, in accordance with the following:

- (1) Certified physical education teachers may coach any sport in any school.

(2) Teachers with coaching qualifications and experience certified only in areas other than physical education may coach any sport in any school, provided they have completed:

- (i) the first aid requirement set forth in section 135.5 of this Part; and

(ii) an approved pre-service or in-service education program for coaches or will complete such a program within five years of appointment. Such program shall include an approved course in philosophy, principles and organization of athletics, which shall be completed within two years after initial appointment as a coach, and approved courses in health sciences applied to coaching, and theory and techniques of coaching that is sport specific, which shall be completed within five years after initial appointment as a coach. Such approved programs for coaches will consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education. Upon application to the Commissioner of Education in a format prescribed by the commissioner and setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than seven years after such appointment; provided that coaches who have a lapse in service due to maternity leave, military leave, or other extenuating circumstances may apply to the commissioner for an additional extension of no more than two years to complete course work.

(3) Temporary coaching license. Except as provided in subclause (4) of this clause and notwithstanding the provisions of section 80-5.10 of this Title, other persons with coaching qualifications and experience satisfactory to the board of education may be appointed as temporary coaches of interschool sport teams whether in a paid or non-paid (volunteer) status, when certified teachers with coaching qualifications and experience are not available, upon the issuance by the commissioner of a temporary coaching license. A temporary coaching license, valid for one year, will be issued under the following conditions:

(i) the superintendent of schools shall submit a statement to the department that the district is unable to obtain the services of a certified teacher with coaching qualifications and experience;

(ii) candidates for initial temporary licensure shall have completed the first aid requirement set forth in section 135.5 of this Part prior to the first day of coaching;

(iii) candidates for the first renewal of a temporary license shall have completed or be enrolled in an approved course in philosophy, principles and organization of athletics; and

(iv) candidates for any subsequent renewal of a temporary license shall have completed an approved pre-service or in-service education program for coaches which shall include an approved course in philosophy, principles and organization of athletics, which shall be completed within two years after initial appointment as a coach, and approved courses in health sciences applied to coaching, and theory and techniques of coaching that is sport specific, which shall be completed within five years after initial appointment as a coach. Such approved programs for coaches shall consist of one of the following (credits and hours vary depending upon the contact and endurance involved in the sport): a department-approved college program of from two to eight credits; or a department approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies, from 30 to 120 clock hours; or an equivalent experience which is approved by the Commissioner of Education. Upon application in a format prescribed by the Commissioner of Education and setting forth the reasons for which an extension is necessary, the period in which to complete such training may be extended to no more than seven years after such appointment; provided that coaches who have a lapse in service due to maternity leave, military leave, or other extenuating circumstances may apply to the commissioner for an additional extension of no more than two years to complete course work.

- (4) professional coaching certificate.

(i) Notwithstanding the provisions of subclauses (1)-(3) of this clause, other persons with coaching qualifications and experience satisfactory to the board of education may coach a specific sport in any school, upon the issuance by the commissioner of a professional coaching certificate. A professional coaching certificate, valid for three years, shall be issued to a candidate who submits a fee of \$50 together with an application, in a form prescribed by the commissioner, which satisfactorily establishes that:

(A) the candidate has completed the requirements set forth in items (3)(ii), (iii) and (iv) of this clause; and

(B) the candidate has a minimum of three years coaching experience in a specific sport in a New York State interschool athletic program;

(ii) a professional coaching certificate shall be valid for a three year period, provided that such certificate may be renewed for additional three year periods upon the submission of a fee of \$50 together with a renewal application for each successive renewal period, in a form prescribed by the commissioner, which satisfactorily establishes that:

(A) the candidate meets the requirements of subitems (i)(A) and (B) of this subclause; and

(B) the candidate has received a satisfactory evaluation by the principal or athletic director for each of the preceding three years that the candidate coached in the specific sport for which a professional coaching certificate is sought;

(iii) evaluation by principal or athletic director;

(A) A school district that employs an individual as a coach pursuant to a professional coaching certificate shall ensure that the principal or athletic director responsible for the supervision of such individual conducts an evaluation of such individual during each year in which such individual is so employed;

(B) Each evaluation shall include, but not be limited to, a review of the coach's: communication and interpersonal skills, including interactions with colleagues, students, parents and the general public; supervisory, organizational, and leadership capabilities; knowledge and proficiency in first aid, CPR, sexual abuse guidelines, and other athlete injury-related protocols and procedures; and adherence to guidelines for purchasing equipment, uniforms and related supplies and for storing and maintaining sports equipment;

(5) persons who were employed as coaches in New York State schools on or before September 1, 1974 and who do not meet the requirements set forth in subclause (1), (2), (3) or (4) of this clause, may continue to coach any sport;

(d) to determine the need for an athletic trainer and to permit individuals to serve as athletic trainers for interschool athletic teams, intramural teams or physical education classes only in accordance with the following:

(1) Qualifications. Persons serving as an athletic trainer shall possess a valid license as a certified athletic trainer from the State of New York issued pursuant to article 162 of the Education Law and, commencing July 10, 2003 and thereafter, shall have successfully completed training pursuant to Public Health Law, section 3000-b(3)(a) in the operation and use of an automated external defibrillator provided that persons already serving as athletic trainers on July 10, 2003 shall successfully complete such training no later than December 31, 2003.

(2) Scope of duties and responsibilities. The practice of the profession of athletic training shall be as defined in Education Law, section 8352. Consistent with Education Law, section 8352, the services provided by an athletic trainer shall include, but not be limited to, the following:

(i) prevention of athletic injuries, including assessment of an athlete's physical readiness to participate;

(ii) management of athletic injuries;

(iii) reconditioning to minimize the risk of re-injury and to return the athlete to activity as soon as possible, excluding the reconditioning of neurologic injuries, conditions or disease;

(iv) health care administration, including medical recordkeeping, documentation and reporting of injuries, writing policies and procedures, budgeting and referral of injured athletes to appropriate authorized health care professionals when indicated;

(v) education and counseling of coaches, parents, student athletic trainers and athletes;

(vi) risk management and injury prevention, including:

(A) assisting in the arrangement of pre-participation examinations;

(B) assisting in the proper selection and fitting of protective equipment, including the application of wraps, braces, tape and pads;

(C) assisting in the inspection of fields and playing surfaces for safety;

(D) advising on weather-related conditions and care for their specific injuries/illnesses;

(E) advising on designing and implementation of fitness and conditioning programs for athletes;

(F) advising students on the maintenance and attainment of optimal body weight and physical conditioning to prevent and avoid athletic injury; and

(G) advising the athlete in avoidance of substance abuse;

(vii) management of athletic injuries, including:

(A) recognizing the various types of musculoskeletal and nervous system injuries that may occur in athletes;

(B) understanding the various phases of healing and promoting an environment that assists in the healing process;

(C) referring the athlete for further evaluation and accurate diagnosis after the initial management of an injury; and

(D) accessing local health services, including social support services available to the athlete;

(viii) immediate care of athletic injury and physical conditions, including responsibility for:

(A) the initial on-the-field injury assessment of acute injuries;

(B) administering appropriate first aid and emergency care to the injured athlete including, as necessary, the use of an automatic external defibrillator, and deciding on the management of acute injuries, provided that nothing herein shall authorize the use of an automatic external defibrillator by an athletic trainer who has not successfully completed training in the use of such equipment pursuant to Public Health Law, section 3000-b(3)(a); and

(C) the recognition and evaluation of potentially serious, life threatening injuries;

(ix) treatment and reconditioning of athletic injuries, including responsibility for:

(A) under the supervision of a physician, designing reconditioning programs that make use of appropriate therapeutic exercise, reconditioning equipment or therapeutic modalities in relation to athletic injuries;

(B) overseeing the reconditioning process and returning the athlete to full activity;

(C) designing and supervising an athletic injury reconditioning program and modifying that program based on the healing process;

(D) using appropriate therapeutic exercise techniques;

(E) designing a series of sport-related activities that allow the athlete to gradually progress to complete functional ability; and

(F) assisting in social support of an injured athlete, with regards to pain threshold, compliance, competitiveness, and the ability to adjust to injury;

(x) organization and administration, including:

(A) responsibility for maintaining an athletic training room facility;

(B) maintaining detailed injury reports, treatment records, and reconditioning program;

(C) responsibility for ordering equipment and supplies;

(D) establishing rules and policies for the daily operation of the athletic training room; and

(E) educating student athletic trainers by providing a quality environment consistent with all rules and regulations to develop professionally;

(xi) professional development and responsibilities, including:

(A) attending continuing education programs offered at State, district or national meetings;

(B) consulting and reviewing professional journals and textbooks;

(C) educating the community of health care professionals as to the role of the certified athletic trainer; and

(D) informing parents, coaches and athletes as to the importance of quality health care for the physically active;

(e) to give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;

(f) to sacrifice no individual for the sake of winning events;

(g) to conduct all activities under adequate safety provisions;

(h) to equalize insofar as possible the powers of opponents in individual and group athletic competition;

(i) to provide adequate health examination before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;

(j) to maintain an equitable division of facilities, budget and personnel between boys and girls;

(k) to permit no athletic team to represent a school except in conformance with this Part;

(l) to approve all traveling of individuals or teams under their jurisdiction;

(m) to permit no post-season games or tournaments;

(n) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

(o) to permit any individual or team to represent a school only in games, meets or tournaments which are conducted by secondary school authorities;

(p) to provide opportunity for instruction, practice and competition for pupils in grades four through six in extraclass programs which shall be basically intramural activities;

(q) to provide opportunity for instruction and practice for pupils in grades 7 through 12 in extraclass athletic activities which are intramural activities and approved interschool competition;

(r) to limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a post-graduate pupil may participate in intramural activities;

(s) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

(ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:

(a) ~~Interschool athletic competition for pupils in junior high school grades seven, eight and nine. Such competition shall be conducted in accordance with the following: Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:~~

(1) In junior high school, competition may include grades seven through nine.

(2) In six-year high schools, competition may include grades seven through nine.

(3) In four-year high schools, ninth grade pupils may participate in junior high competition.

(4) A board of education may permit pupils in grades no lower than seventh to compete on any senior high school team, or permit senior high school pupils to compete on any teams in grades no lower than seventh, provided the pupils are placed at levels of competition appropriate to their physiological maturity, physical fitness and skills in relationship to other pupils on those teams in accordance with standards established by the commissioner.

(b) Interschool athletic competition for pupils in senior high school grades 9, 10, 11 and 12. Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 to 12 inclusive, except as otherwise provided in subclause (a)(4) of this subparagraph. Such activities shall be conducted in accordance with the following:

(1) Duration of competition. A pupil shall be eligible for senior high school athletic competition in a sport during each of four consecutive seasons of such sport commencing with the pupil's entry into the ninth grade and prior to graduation, except as otherwise provided in this subclause, or except as authorized by a waiver granted under clause (d) of this subparagraph to a student with a disability. If a board of education has adopted a policy, pursuant to subclause (a)(4) of this subparagraph, to permit pupils in the seventh and eighth grades to compete in senior high school athletic competition, such pupils shall be eligible for competition during five consecutive seasons of a sport commencing with the pupil's entry into the eighth grade, or six consecutive seasons of a sport commencing with the pupil's entry into the seventh grade. A pupil enters competition in a given year when the pupil is a member of the team in the sport involved, and that team has completed at least one contest. A pupil shall be eligible for interschool competition in grades 9, 10, 11 and 12 until the last day of the school year in which he or she attains the age of 19, except as otherwise provided in subclause (a)(4) or clause (d) of this subparagraph, or in this subclause. The eligibility for competition of a pupil who has not attained the age of 19 years prior to July 1st may be extended under the following circumstances:

(i) If sufficient evidence is presented by the chief school officer to the section to show that the pupil's failure to enter competition during one or more seasons of a sport was caused by illness, accident, or similar circumstances beyond the control of the student, such pupil's eligibility shall be extended accordingly in that sport. In order to be deemed sufficient, the evidence must include documentation showing that is a direct result of the illness, accident or other circumstance beyond the control of the student, the pupil will be required to attend school or one or more additional semesters in order to graduate.

(ii) If the chief school officer demonstrates to the satisfaction of the section that the pupil's failure to enter competition during one or more seasons of a sport is caused by such pupil's enrollment in a national or international student exchange program or foreign study program, that as a result of such enrollment the pupil will be required to attend school for one or more additional semesters in order to graduate, and that the pupil did not enter competition in any sport while enrolled in such program, such pupil's eligibility shall be extended accordingly in such sport.

(d) Waiver from the age requirement and four-year limitation for interschool athletic competition for students with disabilities in senior high school grades 9, 10, 11, and 12. For purposes of this clause, the term non-contact sport shall include swimming and diving, golf, track and field, cross country, rifle, bowling, gymnastics, skiing and archery, and any other such non-contact sport deemed appropriate by the Commissioner. A student with a disability, as defined in section 4401 of the Education Law, who has not yet graduated from high school may be eligible to participate in a senior high school non-contact athletic competition for a fifth year under the following limited conditions:

(1) such student must apply for and be granted a waiver to the age requirement and four-year limitation prescribed in subclause (b) (1) of this subparagraph. A waiver shall only be granted upon a determination by the superintendent of schools or chief executive officer of the school or school system, as applicable, that the given student meets the following criteria:

(i) such student has not graduated from high school as a result of his or her disability delaying his or her education for one year or more;

(ii) such student is otherwise qualified to compete in the athletic competition for which he or she is applying for a waiver and the student must have been selected for such competition in the past;

(iii) such student has not already participated in an additional season of athletic competition pursuant to a waiver granted under this subclause;

(iv) such student has undergone a physical evaluation by the school physician, which shall include an assessment of the student's level of physical development and maturity, and the school physician has determined that the student's participation in such competition will not present a safety or health concern for such student; and

(v) the superintendent of schools or chief executive officer of the school or school system has determined that the given student's participation in the athletic competition will not adversely affect the opportunity of the other students competing in the sport to successfully participate in such competition.

(2) Registration. A pupil shall be eligible for interschool competition in a sport during a semester, provided that he is a bona fide student, enrolled during the first 15 school days of such semester, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness excepted.

(3) Sports standards. Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons,

time between contests, required practice days, etc., for all interschool sports shall conform to guidelines established by the Commissioner of Education.

(c) Male and female pupils on interschool athletic teams.

(1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female students, except as hereinafter provided. In schools that do not provide separate competition for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of sex, except in accordance with the provisions of subclauses (2) and (4) of this clause. For the purposes of this clause, baseball and softball shall be considered to constitute a single sport.

(2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of a given student to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. Such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.

(3) Where a school provides separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.

(4) Where a school does not provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, or the section may decline to permit a male or males to participate on a team organized for females upon a finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool competition in that sport.

**\* Section 135.5.\* First aid knowledge and skills requirements for coaches.**

(a) Coaches of extra class periods in physical education, as defined in section 135.1(h) of this Part, shall meet the requirements of this section.

(b) Except as provided in subdivision (c) of this section, all coaches must hold valid certification in first aid knowledge and skills, including instruction in the administration of adult cardiopulmonary resuscitation, as issued by the American National Red Cross, or meet equivalent requirements as set forth in this section.

(c) By January 15, 1993 all coaches employed on or after January 15, 1992 must hold valid certification in first aid knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation, as issued by the American National Red Cross, or meet equivalent requirements as set forth in this section.

(d) For the purpose of this section, the following shall be deemed as equivalent to certification in first aid knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation as issued by the American National Red Cross:

(1) completion of an approved course for coaches in first aid knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation;

(2) completion of an approved college or university first aid knowledge and skills course, including instruction in administration of adult cardiopulmonary resuscitation;

(3) completion of approved college or university courses in athletic training and sports medicine, which include first aid knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation; or

(4) equivalent experience which is approved by the Commissioner of Education.

(e) Except as provided in subdivision (c) of this section, prior to the start of each sports season, coaches must provide valid evidence to their chief school officer that their first aid and adult cardiopulmonary resuscitation knowledge and skills are current pursuant to the requirements established by the American National Red Cross or that they meet equivalent requirements as set forth in subdivision (d) of this section.

# LaFayette Central School District

## Obesity Statistics

**Student Weight Status Category Reporting Survey Results:**  
**District-Level Report, 2009-2010**  
**La Fayette Central School District**

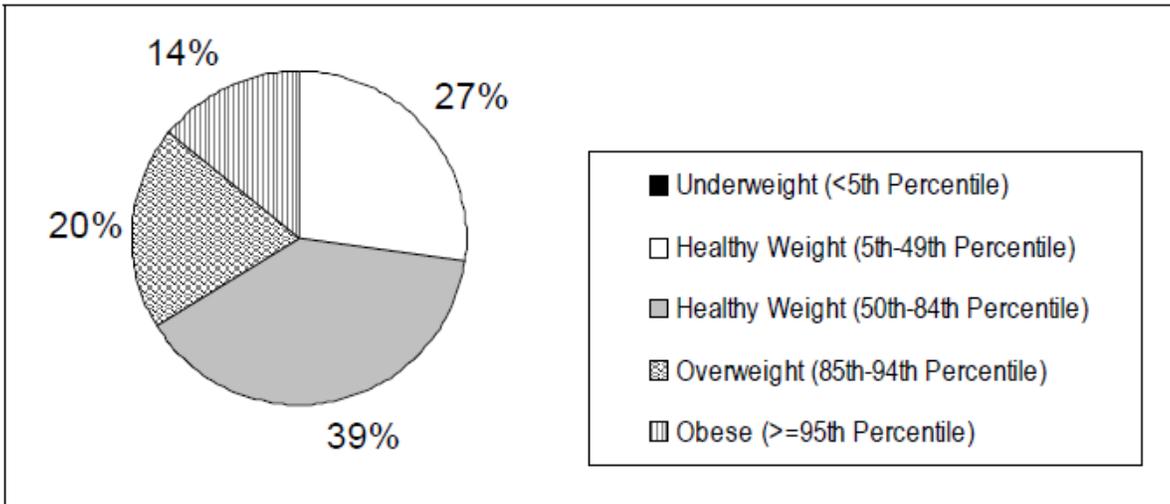
**Reporting Information**

**1. Quality indicators for La Fayette Central School District**

Level of Data Reporting: <sup>1</sup>				Missing Data: <sup>2</sup>		Percent Completeness for the District: <sup>3</sup>
Levels	Universal Pre-K	Schools	Missing Grades	Missing Gender		
schools only	not used	3 100%	0	0	59%	

- 1 Information was provided for individual schools, universal Pre-K, or the overall district; any combination of reporting could occur. If the information was provided at the district level only, then the number of schools will appear as a zero. The percentage of schools was calculated by dividing the number of schools in the district that reported data by the number of schools in the district with 2009-2010 SED enrollment records.
- 2 Missing Grades: The number of grades that are missing from reported schools, based on the school district's 2009-2010 SED enrollment records. Missing Gender: The number of times data were reported for one gender in a grade or school but not reported for the other gender.
- 3 The number of students with reported weight status category data divided by 2009-2010 SED enrollment records.

**2. Student weight status category\* distribution**



\* Based on sex-specific BMI-for-age percentile

**Student Weight Status Category Reporting Survey Results:  
District-Level Report, 2009-2010  
La Fayette Central School District**

**3. Student weight status category data tables**

Percentiles:	<u>Percentage of Students in Each Weight Status Category</u>				<u>Reporting Information (n, %)</u>						
	Underweight	Healthy Weight		Overweight	Obese	2009-2010 Enrollment		Weight Status		Number of Parent Exclusions <sup>2</sup>	
	< 5th	5-49th	50-84th	85-94th	≥ 95th	SED	School Reported	Category Reported	Missing <sup>1</sup>		
<b>Districtwide</b>											
Schools Reported	3	100%									
<b>Total</b>		27.2%	39.0%	19.7%	14.1%	364	346	213	59%	13	0
Pre-K <sup>3</sup>						15	15			0	0
Kindergarten <sup>3</sup>		36.7%	36.7%	26.5%		67	66	49	73%	1	0
Second <sup>3</sup>		25.9%	48.1%	25.9%		64	64	27	42%	2	0
Fourth		18.4%	39.5%	26.3%	15.8%	65	65	38	58%	4	0
Seventh <sup>3</sup>		21.1%	36.8%		42.1%	66	65	38	58%	2	0
Tenth		29.5%	37.7%	19.7%	13.1%	87	71	61	70%	4	0

Note: The sum of the totals for "Weight Status Category Reported," "Missing" and "Number of Parent Exclusions" may not equal the total recorded in the "School Reported Enrollment" column. The sum will not include counts of students without a school health certificate or health appraisal or student counts that could not be reported to the New York State Department of Health due to Family Educational Rights and Privacy Act (FERPA).

- 1 The number of students with no documentation of weight status category on health certificate or health appraisal forms.
- 2 The number of students whose parent/guardian specified to have his/her child's weight status category excluded from the survey.
- 3 The weight status estimates included in this row are insufficient for reporting and should not be considered reliable estimates of the weight status of reportable students. The estimates are provided to accurately represent the data received as part of mandatory reporting. The criteria for identifying insufficient estimates are listed on page 2 of this report.

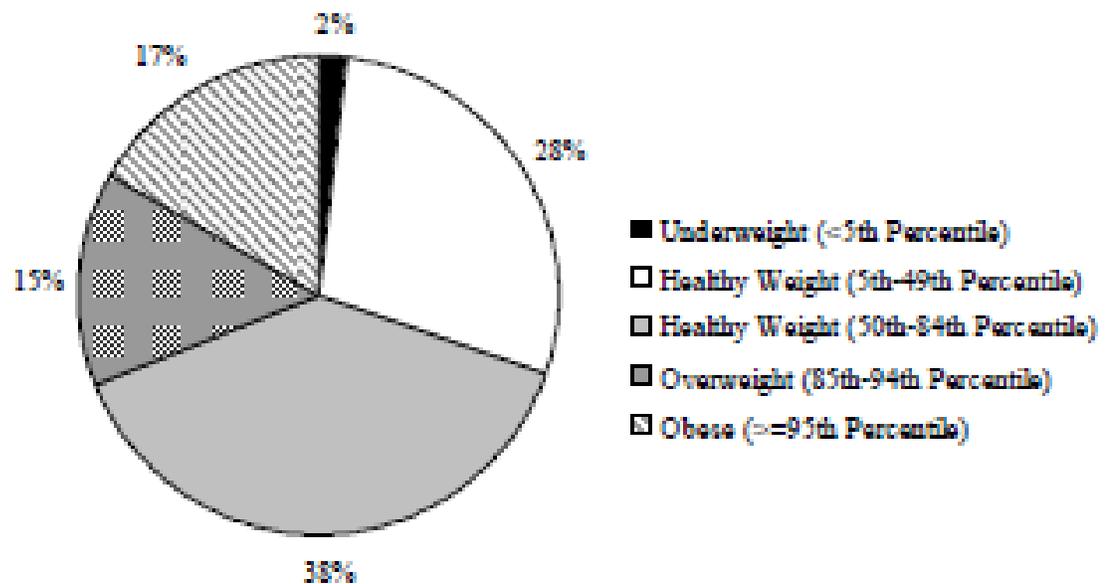
**Student Weight Status Category Reporting Survey Results: County-Level Report, 2008-2010**

	Weight Status Categories (WSC) <sup>1</sup>					School District Information				
	Less than 5th percentile Underweight	5th to 84th percentile Healthy Weight	85th to 94th percentile Overweight	95th + percentile Obese	85th + percentile Overweight or Obese	# Districts	# Schools <sup>2</sup>	SED Enrollment	Reported # of Students with WSC	% Complete
<b>Niagara</b>										
Total	0.8%	65.6%	13.9%	19.7%	33.6%	10	57	12,910	9,014	69.8%
Elementary (PK, K, 2nd, 4th)	0.1%	69.4%	11.9%	18.5%	30.4%		45	7,482	4,941	66.0%
Middle/High (7th, 10th)	1.6%	60.4%	16.7%	21.3%	37.9%		21	5,428	4,073	75.0%
<b>Grades<sup>3</sup></b>										
Second		68.7%	10.8%	20.5%	31.3%			2,194	1,579	72.0%
Fourth	0.2%	68.6%	11.7%	19.5%	31.2%			2,219	1,562	70.4%
Seventh	0.5%	57.2%	18.0%	24.3%	42.3%			2,390	2,017	84.4%
Tenth	2.7%	63.4%	15.5%	18.5%	33.9%			3,038	2,056	67.7%
<b>Oneida</b>										
Total	1.7%	64.9%	15.6%	17.7%	33.4%	15	70	13,812	6,144	44.5%
Elementary (PK, K, 2nd, 4th)	0.8%	76.9%	10.3%	12.0%	22.3%		51	8,356	3,361	40.2%
Middle/High (7th, 10th)	2.9%	50.2%	22.2%	24.8%	46.9%		27	5,456	2,783	51.0%
<b>Grades<sup>3</sup></b>										
Second		80.4%	11.2%	8.4%	19.6%			2,574	992	38.5%
Fourth	1.4%	72.8%	8.8%	17.1%	25.8%			2,530	971	38.4%
Seventh	2.2%	45.2%	26.2%	26.4%	52.6%			2,616	1,234	47.2%
Tenth	3.6%	54.7%	18.5%	23.2%	41.7%			2,840	1,549	54.5%
<b>Onondaga</b>										
Total	0.6%	66.8%	13.2%	19.4%	32.6%	18	121	29,471	15,996	54.3%
Elementary (PK, K, 2nd, 4th)	0.7%	72.6%	11.9%	14.9%	26.8%		96	18,072	9,019	49.9%
Middle/High (7th, 10th)	0.4%	59.8%	14.8%	24.9%	39.7%		55	11,399	6,977	61.2%
<b>Grades<sup>3</sup></b>										
Second	0.3%	74.3%	10.7%	14.8%	25.5%			5,367	3,055	56.9%
Fourth	0.7%	67.9%	12.8%	18.6%	31.4%			5,507	3,054	55.5%
Seventh	0.3%	59.1%	16.1%	24.4%	40.6%			5,538	3,442	62.2%
Tenth	0.6%	60.4%	13.6%	25.4%	39.0%			5,861	3,535	60.3%
<b>Ontario</b>										
Total	0.2%	68.6%	13.7%	17.4%	31.1%	9	31	6,835	3,499	51.2%
Elementary (PK, K, 2nd, 4th)		73.2%	12.0%	14.9%	26.8%		22	4,079	1,845	45.2%
Middle/High (7th, 10th)	0.5%	62.7%	16.1%	20.7%	36.8%		16	2,756	1,654	60.0%
<b>Grades<sup>3</sup></b>										
Second		73.9%	13.2%	12.9%	26.1%			1,190	614	51.6%
Fourth		70.8%	13.3%	15.9%	29.2%			1,210	648	53.6%
Seventh	1.1%	64.7%	14.5%	19.7%	34.2%			1,326	871	65.7%
Tenth		60.7%	17.6%	21.7%	39.3%			1,430	763	54.8%

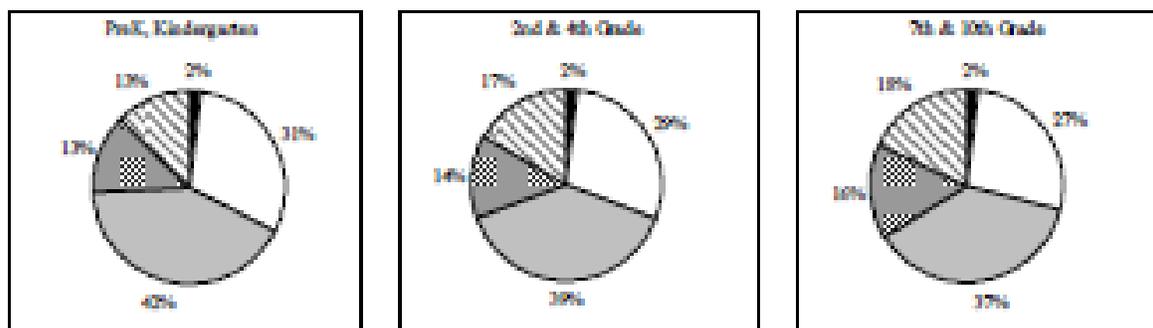
1. Percentages are weighted by enrollment in reported grade/gender groups.  
 2. The sum of schools by grade level is greater than the total schools when districts have schools that combine elementary with higher grades.  
 3. Pre-K and Kindergarten not reported separately due to low % of completeness.

**Student Weight Status Category Report: 2008-2010**  
**New York State (Exclusive of New York City)**

**Weight Status Category\* of Students: 2008-2010 School Years (See Note)**



**Weight Status Category\* Distribution by Grade Level, 2008-10 School Years**



**Note:** The percentage of students within a weight status category reflects data reported to the Student Weight Status Category Reporting System during the 2008-09 and 2009-10 school years. For the reasons listed below, these data should not be considered to represent all school aged-children in New York State (exclusive of New York City).

- The federal regulations under the Family Educational Rights and Privacy Act (FERPA) limit data reporting if numbers of students in any particular weight status category are fewer than five. This limitation prevented many small districts and some schools from reporting data.
- Parents/guardians may request that their child's weight status data be excluded from reporting.
- Children without weight status information recorded on health certificates/appraisals or whose parents did not return a health appraisal are not represented in the percentages.

\*Based on sex-specific Body Mass Index-for-age percentile.

I.

## Co-Curricular Code of Conduct

*Developing a co-curricular code of conduct, such as with any code of conduct, must pre-suppose an intrinsic code of honor. Because participation in co-curricular activities is a privilege, not a right, we have an expectation that a code of honor is inherent in all clubs, on all teams, in any activity. The following Co-Curricular Code of Conduct relies on honorable behavior at all times, in all places, with all people. Anything less will result in the loss of the privilege to participate in a co-curricular activity.*

### **Policy**

Since participation in Co-Curricular activities is a privilege and students are representatives of the LaFayette School District, student members are held to higher behavioral expectations. These expectations are in effect 24 hours a day, 7 days a week. All students must adhere to the Co-Curricular Code of Conduct beginning the first day of school or the first day of participation if the activity begins prior to the start of the school year. Students are not allowed to participate until all appropriate paperwork is completed and turned in to the respective coach/advisor of the group.

### **Penalty for breaking the Co-Curricular Code of Conduct**

#### **First violation:**

Student found in violation of the Co-Curricular Code of Conduct will be immediately removed from participation in all co-curricular activities they are participating in at the current time. The removal will last 10 weeks from the time of the dismissal. At the midpoint of the suspension the student will have the option to petition the review committee to possibly have the suspension lessened.

#### **Second violation (within the same academic year):**

Students found in violation of the Co-Curricular Code of Conduct will be immediately removed from participation in all Co-Curricular activities for 6 months from the time of the incident with no opportunity for review.

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

### **Behavioral Expectations**

Infractions that will result in administration of the aforementioned penalty include, but are not limited to:  
Class I & II Infractions as per LaFayette Junior-Senior High School Code of Conduct

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

**Review committee**

The review committee will consist of:

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

**Option**

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

Name \_\_\_\_\_

Date \_\_\_\_\_

Violation \_\_\_\_\_

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

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

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

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

#### Co-Curricular Activities Subject to the Code of Conduct

All sports – Modified, JV, Varsity and Cheerleading

Class Cabinets, Class Offices – Grades 7, 8, 9, 10, 11, 12

Student Council

School Newspaper

Science Olympiad

Drama Club

Yearbook

Math League

Teen Institute

Mock Trial

ECOS

International Clubs

Stage Band/Jazz Band

Vocal Ensemble

Outdoor Ed Club

Chess Club

Drug Quiz Team

Native American Club

Prom Court

Homecoming Court

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

Options for Penalty Reduction at 5 Weeks

1. Any documented (director/supervisor must attest to hours) voluntary community service from a recognized non-profit organization such as United Way agencies. (mandated 20 hours);
  - Church related
  - Soup kitchen
  - Salvation Army
  - SPCA
  - Hospital Volunteer
  - Apple Festival
  - Community gardens (garlic farm)
  - Senior citizens
  - Vera House
  - School service (after school hours only)
  - Other volunteer activities will be considered
  
2. Counseling is recommended in addition to the 20 hours of community service.

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

-----

Name \_\_\_\_\_

Date \_\_\_\_\_

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

Co-Curricular Activity/ Activities \_\_\_\_\_

Signed \_\_\_\_\_

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

**For office use only**

Date received \_\_\_\_\_

Administrator \_\_\_\_\_

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# LCS District Wellness Policy

# LaFayette Central School District Wellness Policy



## INTRODUCTION:

- Approximately 13% of school-aged children are obese, and 15% are overweight. (2001 Surgeon General's Report)
- Between 56 - 85% of school age children consume soda everyday. (J Am Diet Assoc. 2003)
- 51% of school-aged children consume less than one serving of fruits and vegetables a day. (J Am Diet Assoc. 2003)
- 84% of school-age children consume too much fat. (J Am Diet Assoc. 2003)

It is our hope that we can help our children reach their full academic potential, to grow and to thrive, by providing access to healthful foods and opportunities to be physically active. Good health fosters students' attendance and better concentration. The normal school day is, for most children, nearly one-half of their non-sleep time. For some children it is even more. When we provide healthy food and physical activities for our students, we are reinforcing that we want healthy children so they can do well in school now and throughout their lives.

In order to provide the best opportunities for the LaFayette Central School District students, our wellness efforts include the coordination of the following:

- School Food Service
- Other food provided and available in the school
- Physical activity
- Nutrition education
- Health education
- School nurse
- Community involvement

## GOAL:

**It is our goal that the LaFayette School District will model healthful eating and provide opportunities for physical activity so that all students will have nutritious food in school, develop the habit of making nutritious food choices, and engage in regular physical activity now and for a lifetime.**

With this goal in mind we have set forth the following wellness policy.

## NUTRITION EDUCATION

## A) Classroom teaching

### 1. Elementary Science Standards

“Describe the factors that help promote good health and growth in humans.”

Major understandings: “Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.”

This standard is addressed in grades K through 6 in the Health Education Kits that are provided by the OCM BOCES Science Center . All grade levels include “Family Resource” sheets to send home to educate parents and help reinforce health classroom material.

Topics include:

Kindergarten: Making healthy choices

Grade One: Health habits related to exercise, sleep and nutrition

Grade Two: Balancing diet and exercise, will include the Food Pyramid

Grade Three: Balancing nutrition and energy needs

Grade Four: Critical analysis of the media

Grade Five: Food Safety

Grade Six: Healthy Nutrition

### 2. Intermediate Home & Career Skills

Nutrition Education will be consistent with the *New York State Standards for Health, Physical Education and Family and Consumer Sciences*, and taught at the Elementary, Intermediate and High School level as outlined in the Learning Standards.

Standard #1, related to nutrition education, states “Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health”.

The key idea is that “students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation”.

Nutrition Education, which is a major focus of Intermediate Home and Careers, will help the students develop healthful eating habits by providing instruction in nutrition and modeling healthy eating. The students will have opportunities to prepare healthy food, and, as they eat the food they have cooked themselves, they will develop enthusiasm for eating healthy now, and in their future adult years. The three components of teaching this standard include:

#### a) Nutrition knowledge

i) The food groups as described in the food guide pyramid.

ii) Essential nutrients and the function of each.

iii) Planning for meals and snacks that include a variety of food, and meet nutritional needs.

iv) Safe food preparation, safe food handling and food storage.

v) Healthy weight management, body image topics, and diabetes will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities.

b) Assessing one's personal eating habits, include using the website, mypyramid.gov., to help meet individual needs for nutrition and physical activity, and setting goals for improvement and achieving the goals.

c) Nutrition-related skills, include understanding and using food labels, critically evaluating nutrition information and food advertising, and basic food preparation skills.

### 3) Regents Biology

The students learn about the Human Body Systems which includes the functions of the digestive system and a discussion of current research about nutrition issues.

## **B) Education, marketing, and promotion links outside the classroom**

### 1) School Integration

a) **Other subjects** such as math, science, language arts, social studies and foreign languages, if applicable to their curriculum, will be encouraged to include content, writing, critical thinking or problem solving nutrition activities.

b) **Home Communication**, Families will be encouraged as partners in providing healthy food for their children. Communication will include, sharing nutrition and physical activity tips on the school website and in the LaFayette green sheet. Also information will be sent home with the school lunch menu, with the free-reduced meal application, as enclosures with back to school mailings and report cards and as handouts at school information meetings. Guest speakers, who are nutrition professionals, could provide informational programs and orientation to the school wellness policy.

c) **Cultural food tasting** can be offered though the school Cultural Heritage week, Harvest/Spring Planting dinners and guest speakers.

d) **Signage**, posted on the school lunch lines and school vending machines, will promote healthy choices.

e) **School Wellness Club** could be created to help students develop healthy eating and exercise habits. They could also advocate and publicize healthy eating and exercise practices within the school.

f) **School Staff members** are encouraged to model healthy eating for the students.

g) **Food and Beverages Sold Individually** food sold outside of reimbursable school meals, such as through school vending machines that are available to students, and fundraisers, during the school day, or through programs for students after the school day (excludes the LaFayette Apple Festival and food brought from home in student's school lunch.

Will meet the following nutrition and portion size standard:

#### i) **Beverages accessible to students**

- **Allowed**

- water or seltzer water without added caloric sweeteners
  - fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners
  - unflavored or flavored low-fat or fat-free fluid milk
  - sports drinks, up to 20 ounces, could be sold after the school lunch periods.
- **Not allowed**
    - soft drinks containing caloric sweeteners
    - iced teas
    - fruit based-drinks that contain less than 50% real fruit juice
    - beverages containing caffeine, (excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine))

## ii) **Foods**

- A food item sold individually will meet the following requirements:
  - “Will have no more than 35% of its calories from fat(excluding nuts, seeds, peanut butter, and other nut butters and 10% of its calories from saturated and trans fat combined
  - Will not have high fructose corn syrup as the first listed ingredient and another form of sugar as the second listed ingredient
  - Will contain no more than 300 mg of sodium for chips, cereals, crackers, baked goods and other snack items.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit juices; cooked, dried or canned fruits (canned in fruit juice of light syrup); and cooked, dried or canned vegetables (that meet the above fat and sodium guidelines)”.

## iii) **Portion Sizes**

- Limit portion sizes of foods and beverages sold individually to those listed below or as updated per state and federal mandated requirements:
  - “One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky
  - One ounce for cookies
  - Two ounces for cereal bars, granola bars, pastries, muffins, bagels, and other bakery items
  - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream
  - Eight ounces for non-frozen yogurt
  - Twelve fluid ounces for beverages, excluding water
  - The portion size of a la carte entrée and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruit and non-fried vegetables are exempt from portion-size limits”.

## C) **Fundraising Activities**

To support children's health and school nutrition-education efforts, school fundraising activities will encourage food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Healthy food fund raisers such as fruit and citrus fruit sales are encouraged. Schools will encourage fundraising activities that promote physical activity.

#### **D) Teacher Training**

1) All staff members will receive orientation to the schools nutrition policy and training in basic knowledge of nutrition. This could be presented on the first Superintendent's Conference Day as staff returns to school. Guest speakers, who are nutrition professionals, could provide the program.

2) Staff responsible for teaching the nutrition education program for the LaFayette Central School District will be professionally certified to teach Family and Consumer Science or Health. They will attend professional development conferences to become updated on new nutrition information and teaching strategies.

### **PHYSICAL EDUCATION**

The District will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity, and to understand the short-term and long-term benefits of a physically active and healthy lifestyle. The health education teacher and family consumer sciences teacher will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce the time spent on sedentary activities.

The wellness committee has determined that the following standards are necessary to achieve this goal:

#### **A) Physical education graduation requirements**

Graduation Requirements: 16 quarters of successful completion/ 2 credits completed during grades 9 through 12.

1 quarter = 1/8 of a credit

1 year = 1/2 of a credit

2 years = 1 credit

4 years = 2 credits

#### **B) Physical education class requirements**

Students in grades K-12 will receive 120 minutes per week of physical education for the entire school year. All students will include those with disabilities, special health-care needs and students in an alternative setting. There will be no substituting the physical education requirement with an activity that includes physical activity such as interscholastic or intramural sports. Students will be engaged in moderate to vigorous activity fifty percent of their physical education class.

#### **C) Staff training/certification for physical education**

- 1) Physical education will be taught by a certified physical education teacher.
- 2) Members of the physical education staff will attend at least one physical education or sport specific conference per year to increase the knowledge of the latest trends in physical activities.
- 3) The physical education, coaching, and wellness center staff must update their CPR/AED training every year and their First Aid training every 3 years.

## **D) Physical activity outside physical education classes**

### **1) Classroom based physical activity**

- a) Encourage elementary classroom teachers to create lessons which include physical activity to total at least one thirty minute session per month.
- b) Encourage junior/senior high school classroom teachers to create lessons to include physical activity. Teachers are encouraged to create up to four thirty minute sessions.
- c) Opportunities will be available for teachers to receive trainings on classroom physical education activities.

### **2) Daily Recess/ Open Gym**

- a) Elementary: 15 to 30 minutes every day of supervised recess, weather and scheduling permitting.
- b) Junior High: 15 minutes every other day of supervised open gym.
- c) Teachers and school staff will not use physical activity or withhold opportunities for physical activity as punishment.

### **3) Additional opportunities for physical activity**

All elementary schools could offer extracurricular physical activity programs such as intramurals and/or fitness clubs. All junior and senior high schools will offer interscholastic athletics in accordance with Title IX. All students will be encouraged to join an athletic team that interests them and participate for the physical and social benefits of being a member of that team.

## **OTHER SCHOOL-BASED ACTIVITIES**

The district wishes to establish a school environment that presents consistent wellness messages and is conducive to healthy eating and physical activity for all. In order to present a coordinated school approach where District decision-making related to nutrition and physical activity encompasses all aspects of the school, the Wellness Committee has determined that the following standards are necessary to achieve this goal.

## **A) Federal School Meal Programs**

The District will participate to the maximum extent practicable in available federal school meal programs [School Breakfast Program, National School Lunch Program (including after-school snacks), Summer Food Service Program, Fruit and Vegetable Snack Program, and the Child and Adult Care Food Program (including suppers)].

## **B) Access to school nutrition programs**

- 1) Schools will encourage all students to participate in school meal programs and will protect the identity of students who eat free and reduced-priced meals.
- 2) Free-Reduced Breakfast/Lunch Application Letter will be sent home to families and made available on the district website.
- 3) Meal options are offered that are culturally sensitive and address special dietary needs.
- 4) Schools in which more than 50% of students are eligible for free or reduced meals will sponsor the Summer Food Service for at least 4-6 weeks between the last day of the school year and the first day of the following school year.

## **C) Meal Environment**

- 1) Meal timing and scheduling encourage participation in the school nutrition programs.
- 2) The physical environment is conducive to proper eating habits. The environment is pleasant and social and is enhanced and supervised by staff.
- 3) Staff is encouraged to eat with students.
- 4) Should schedule meal periods at appropriate times.

## **D) After-school programs for students**

- 1) The after-school programs, such as 21<sup>st</sup> Century and LASP (LaFayette After School Program) are made aware of nutrition related components and/or physical activity in line with our school-based philosophy.

## **E) Community Access to District facilities for physical activities**

- 1) The staff will be encouraged to engage in three days of physical activity per week.
- 2) A school district wellness center is available for all students, age 14 and over with liability and medical release forms, staff and community members. It is located in the basement of the Jr. Sr. High School. The wellness room consists of cardio and weight training equipment. The hours of operation shall be posted. There is a nominal fee for all staff and community members.

3) A facilities request form can be obtained from the main offices at the Onondaga Nation School , Grimshaw, and the high school. Any members of the community are able to request school facilities for physical activity including community council teams.

## **F) Community involvement**

- 1) The Wellness Center (located at the Jr./Sr. High School) is open to the public.
- 2) The gymnasium (located at the Onondaga Nation School ) is used by community organization during evening hours.
- 3) The cafeteria and gymnasium (located at the Grimshaw Elementary School ) is used for various Community Council activities such as Aerobics.
- 4) Staff/Students athletic match-ups are planned at all buildings.
- 5) The Wellness Policy will be publicized on the district website. Community activities will be publicized by signage at the schools and newsletters.

## **G.) Sustainable food practices**

- 1) Standards for environmentally-friendly practices relating to food service will be sustained such as recycling, using fresh foods and environmentally-friendly soaps.
- 2) School practices will be encouraged such as sustaining a school garden, using locally grown and seasonal foods. The Onondaga Nation Community makes maple syrup annually.

# **NUTRITION GUIDELINES**

The Federal School Nutrition Standards will be implemented for all foods available on school campus during the school day based upon the unique needs of the student body and the community. The goal is to encourage healthy lifelong eating habits by providing foods that are high in nutrients, low in fat and added sugars, and of moderate portion size.

## **A) Nutritional Values of Foods and Beverages**

- 1) Reimbursable school meals served at school will minimally meet the program requirements and nutrition stands of the National School Lunch Program.  
[http://www.access.gpo.gov/nara/cfr/waisidx\\_05/7cfr210\\_05.html](http://www.access.gpo.gov/nara/cfr/waisidx_05/7cfr210_05.html)
- 2) Food of minimal nutritional value on the school campus will be replaced with more nutritional options by adhering to the following standards for nutritional value of foods and beverages:
  - a) Calories from total fat - Will have no more than 35% of its calories from fat (excluding nuts, seeds and peanut butter)
  - b) Calories from saturated fat - Will have no more than 10% of its calories from saturated and trans fat combined
  - c) Total sugar - Will have no more than 35% of its weight from added sugars

- d) Whole grain - at least 50% of breads and cereals will be whole grain
- e) Portion size (current federal and state mandates or as updated) -
  - \*1.25 ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit or jerky
  - \*One ounce for cookies
  - \*Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels and other bakery items
  - \*Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat free ice cream
  - \* Four to Eight ounces for non-frozen yogurt
  - \*Twelve fluid ounces for beverages, excluding water
  - \*The portion size of a la cart entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.
- f) Fruits and vegetables – a choice of at least two fruits and/or non-fried vegetables will be offered. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; cooked, dried or canned fruits (in light syrup); and cooked, dried or canned vegetables (that meet the above fat and sodium guidelines)
- g) Beverages – only low-fat (1%) and fat-free milk will be served

3) Nutrition information for products offered during lunch and after school will be readily available near the point of purchase.

## **B) A la carte, vending machines, student stores, snack bars, concession stands, parties, celebrations, food-related fundraising, and food rewards/punishments**

1) Celebrations- Schools should limit celebrations that involve food during the school day (including but not limited to birthdays and holidays) to no more than two parties per class per month. The people providing the food are encouraged to include food and beverages that meet the nutrition standards for foods and beverages sold individually. Healthy party foods may include, fruit salads, vegetable trays, vegetarian pizza on whole grain English muffins, fruit spritzer with real fruit juice and soda water, reduced fat chocolate milk and fruit smoothies.

2) Snacks - Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations.

3) Rewards – Schools will use foods and beverages that meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior. Schools will not withhold food or beverages (including food served through school meals) as punishment.

- 4) School-Sponsored Events- Foods and beverages offered or sold at school-sponsored events outside the school day will be encouraged to meet the nutrition standards for meals or for foods and beverages sold individually.

### **C) Food or beverage contracts**

- 1) Food or vending company contracts must promote healthy alternatives.
- 2) Eliminate soda; promote 100% fruit juices, milk and water.
- 3) Venders will be directed to the District Website for the Wellness Policy.

### **D) Vending machines, snack shack, school stores, concession stands, and other food outlets**

- 1) Access to vending machines, snack bars, school stores, concession stands, and other food outlets on school property will be limited to after the school lunch is served.
- 2) Encourage all school sponsored events to offer healthy food and beverages that meet the nutrition recommendations.

## **IMPLEMENTATION AND EVALUATION** **OF THE WELLNESS POLICY**

In accordance with law, the District's wellness policy must be established by July 1, 2006 ; and the District will ensure school and community awareness of this policy through various means such as publication in District newsletters and/or the District calendar. Further, professional development activities for staff and student awareness training will be provided, as appropriate, on the goals of the Districts wellness program, including activities/programs for the development of healthy eating habits and the incorporation of physical activity as part of a comprehensive healthy lifestyle.

The District shall establish an implementation and evaluation plan for the wellness policy in order to monitor the effectiveness of the policy and the possible need for further modification over time. Accordingly, the Superintendent shall designate one or more staff members within the District or at each school as appropriate to have operational responsibility for ensuring that the District meets the goals and mandates of its local wellness policy. Designated staff members may include, but are not limited to, the following personnel:

- A) Administrators;
- B) School health personnel including the school nurse, physical education teacher, family consumer sciences teacher and/or health education teacher
- C) School Food Service Director.

These designated staff members shall periodically report to the Superintendent on the District's compliance with the wellness policy (or, if done at the building level, to the School Principal) and the Superintendent shall inform the Board of such findings. The

Superintendent/designee shall prepare a summary report on the District-wide compliance with the District's wellness policy based on input from schools within the District. That report will be provided to the School Board and also distributed to the wellness committee, parent-teacher organizations, Building Principals, and school health services personnel within the District. The report shall also be available to community residents upon request.

# Grimshaw Faculty Handbook

# **C. GRANT GRIMSHAW SCHOOL**



## **FACULTY HANDBOOK**

**2011 - 2012**

# Unity

By Cleo V. Swarat

*I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind  
And they fashioned it with care.*

*One was a teacher:  
the tools she used were books and music and art;  
One was a parent  
With a guiding hand and gentle loving heart.*

*And when at last their work was done,  
They were proud of what they had wrought.  
For the things they had worked into the child  
Could never be sold or bought!*

*And each agreed she would have failed  
if she had worked alone.  
For behind the parent stood the school,  
and behind the teacher stood the home!*

## C. GRANT GRIMSHAW SCHOOL

### ABSENCES – TEACHER

Kelly Hill will be handling substitutes for the building this year. More contact information will be available in your staff packets.

### ACCIDENTS

All accidents causing injury of any consequence to students or staff should be reported immediately to the School Nurse and the Main Office. Classroom teachers are not to administer treatment unless they are Red Cross certified and circumstances necessitate. Even then, the nurse is to be involved immediately. The necessary forms need to be filled out and returned to the school nurse as quickly as possible.

### ATTENDANCE – STUDENT

A Grimshaw Elementary School student is late after 7:50 a.m. when classroom attendance should be taken. Any student arriving after this time should be sent to the Nurse's Office to sign in. All attendance forms should be placed in plastic bins outside of your rooms no later than 8:20 a.m.

### COMMUNICATIONS WITH PARENTS

The education of young people is a cooperative undertaking between the home and school. Parents need to be kept informed of their child's progress or lack thereof... There will be occasions when parents should be notified about a lack of progress on the part of their child prior to the end of the marking period. **Whenever a student's grades and/or efforts begin to decline, parents must be contacted immediately. Do not wait to inform them at the end of a marking period.** The vast majority of parents desire and expect this type of communication. (When you communicate with parents, record such communication on the Parent Communication Sheet. See attached.) A copy of the communication should be forwarded to the office, and will be reviewed by the principal and placed in the student's file. A copy should also be sent to the child's parent(s)/guardian.

## DISCIPLINE

Successful discipline stems from a mutual respect between teacher and student. In order to maintain this mutual respect, disciplining a student should be done in a fair and firm fashion. Successful discipline does not occur in a vacuum; it evolves through the combined efforts of teachers, students, parents, administration, and the community as a whole.

Teachers should:

1. Establish definite and realistic rules in the classroom with which all students are familiar and are teacher enforced in a consistent way.
2. Follow all district-wide and building regulations and procedures.
3. Maintain proper supervision at all times.
4. Encourage pride and respect for both written and oral work, and for the condition of all property, not only in the classroom, but also throughout the building and the school grounds.
5. Work together with special area teachers to deal effectively with unusual behavior and learning problems.
6. Promote good teacher-parent relationships.
7. The use of corporal punishment is a violation of Board of Education Policy and State Education Law.
8. When a student is sent to the office, a discipline card is to be completed and accompany the student. The staff member should follow-up the incident and check with administration regarding the action taken.

Students in grades 4-6 can be held until 3:30 pm according to the school policy. Prior to keeping a student after the regular school day, parents must be notified.

The Office will keep a record of all disciplinary referrals. The teacher, in turn, should keep an on-going log of a disruptive student's behavior, and the intervention strategies used.

## EVALUATION/OBSERVATION (Addendum III)

### Non-tenured Staff Members

First ten weeks	-	First Observation
Second ten weeks	-	Second Observation
Third ten weeks	-	Third Observation
Fourth ten weeks	-	Fourth Observation (Prior to May 15)

Tenured teachers will be evaluated at least once during the school year. See the current Instructional Staff Contract for additional information.

## LEAVING THE BUILDING

All staff must first advise a Building Administrator of appointments, meetings or other activities that would require them to leave the building early. In addition, whenever a staff member leaves the building during school hours, he/she must sign out in the office and sign in if returning the same school day. This should be done whenever a staff member leaves the building, conference days included. Staff coming in to work during the summer should stop in/out of the office so staff knows you are in the building.

### LESSON PLANS

Lesson plans should ideally be done for a week in advance. They should be as specific as possible indicating class work as well as homework assignments. Administration strongly recommends that they include objectives for units and daily work where feasible. Lesson plans will not be collected on a regular basis. However, they may be called on an individual basis if administration deems it necessary. Please make lesson plans readily available during a classroom observation. **Each teacher needs to have Emergency Lesson Plans up-to-date in the office.** If these plans are used, a new set must be sent to the office as soon as possible.

### PARENT-TEACHER CONFERENCES

1. A record of all telephone conferences with parents should be placed in student's permanent record file with date of conversation. (Use Parent Communication Sheet.)
2. The Principal should be notified in advance of any parent conference. **A record of such conference should be placed in the student's permanent record.** (Use Parent Communication Sheet.)
3. Whenever appropriate, the parent-teacher conference should include as many of the student teachers as possible, as well as the Principal, if deemed necessary.

### PERMANENT RECORDS

A student's cumulative folder, attendance card, and health record have legal status and as such, and are not to be removed from school premises under circumstance for any reason. If you have any questions concerning a student's permanent records, direct them to the Building Principal.

### RELEASE OF STUDENTS

All students leaving early or being picked up by an adult, must be signed out through the nurse's office. No student should be released to anyone other than a parent (with identification) or person(s) indicated on the student information card.

### REPORT CARD DATES

First Marking Period Ends .....November 10<sup>th</sup>

Second Marking Period Ends.....January 27<sup>th</sup>

Third Marking Period Ends .....April 11<sup>th</sup>

### **SCHOOL CLOSING**

If school is closed due to inclement weather or factors, staff will be notified via Syracuse radio and TV stations. Staff wishing to be called should be on the telephone tree.

### **SUPERVISION**

Teachers assigned to supervision duties are to be at their posts on time and are to give their full attention to the task of supervising.

### **SUPERVISION – PLAYGROUND**

At no time is more than one class to be on the playground unless two adults are supervising. One teacher or one assistant should never be responsible for supervising more than one class.

### **PLAYGROUND RULES**

Each child has the right to play in a safe, supervised environment. Rules have been set up to achieve this end.

- **PROHIBITED AREAS:**

- ▶ near windows
- ▶ steps
- ▶ grates/dumpster
- ▶ parking area
- ▶ bus area

- **PROHIBITED EQUIPMENT:** baseballs, aluminum or wooden bats, hard softballs, lacrosse sticks and balls.
- **There should be no fighting on the playground.**
- **Always be safety conscious. Play games and use the equipment and apparatus properly and in a way that is not dangerous.**
- **If planning a sledding party, review safety procedures and appropriate equipment.**
- **At all times, the students are to be accompanied by and within line of sight of a supervisor.**

**Due to possible injury, we have prohibited the following activities on the playground: football, wall dodgeball, and any contact sport requiring the wearing of special gear. If you have a question about a game or sport, contact the building principal prior to initiating a game or bringing in equipment to play with.**

### **CAFETERIA RULES**

Each child has the right to eat in a peaceful and pleasant atmosphere. Teachers are to bring students to the cafeteria on schedule and to pick them up at the designated time. To facilitate this right, the following rules have been established.

#### **Rules**

- **Speak quietly. Conversation should only be carried on with the children sitting next to you or across from you.**

- **When the lights are off, children are expected to quiet down quickly.**
- **Throwing food or tampering with others' food is not allowed.**
- **Trading of food is prohibited.**
- **Dispose of garbage and recycled products appropriately. (glass containers are prohibited)**
- **Students must have permission from a cafeteria aide to leave the lunchroom table for any reason.**

## **HOMEROOM AND GENERAL CLASS SUPERVISION**

### **ARRIVAL**

Homeroom teachers are expected to be in their homerooms ready to receive students no later than 7:45 a.m. Please be monitor hallways from your doorway to insure proper behavior and prompt movement to homerooms.

### **DISMISSAL**

Students will be dismissed at 2:30 p.m. When the announcement is made for dismissal, teachers are to escort their students to the designated exits in an orderly fashion. Teachers/students should not leave their rooms prior to their announced time to dismiss. Teachers should walk their students to buses.

## **STAFF MEETINGS**

All staff should attend staff meetings unless excused by the principal.

## SUBSTITUTES

It is most important that lesson plans, seating charts, class lists and a daily schedule be readily available for substitutes. Also, included in your plans should be exiting procedures for emergency drills. Please have updated emergency plans on file in the Main Office. The success of a substitute will, in part, be determined by the quality of plans and information left by the classroom teacher. Classroom teachers should make sure that students know that any problems, which occur while a substitute is present, will be dealt with upon the teacher's return. Administration will deal immediately with any major problem.

### Assignments 2011 - 2012

#### GRIMSHAW STAFF

<u>Teacher</u>	<u>Grade</u>
Lisa Chapman	K
Mary Ellen Long	K
Kristin McClary	K
Nancy Nicholson	Pre-K
Kelly Davidson	1
Melissa Terrell	1
Megan Zehner	1
Lynna Donohue	2
Jana Silvestro	2
Kate Wiley	2
Ana Amidon	3

Patty Kenney		3	
Karin McMahon		3	
Janet Conners		4	
Kristen Geloff		4	
Melanie Saba		4	
Kate Jugan		5	
Mike Mahoney		5	
Sandra Markley		5	
Nadine Drexler		6	Matt
Priest	6		
Jenni Radcliffe		6	

-----  
**Special Area Teachers**

Paula Bush	Nurse
Kathy Beale	Art
Sue Bang	Librarian
Kelly Cook	Music
Molly Milner	Music
Doreen Doctor	Phys. Ed.
Tom LaRose	Phys. Ed.

**Special Area Teachers cont.**

Diane Pratt	Special Ed.
Kristin Reardon	Special Ed.
Tess Miller	Special Ed.
Nicole Hutson	Special Ed.
Kelly Szrama	Special Ed.
Colleen Woodworth	Remedial Reading
Eliza Bailey	Remedial Reading
Pat Wilson	Remedial Math
Lori Mucha	Speech
Kristin Sparling	Speech
Bob Risavi	ADA/PEP
Michelle Storie	Psychologist
Rosalie Bartolomeo	Occupational Therapist
Cindy Bretschneider	Physical Therapist

**Support Staff/Teaching Assistants**

**Willie Bennett  
Nancy Case  
Ann Doyle  
Terri Fredenburg  
Tina Knapp  
Shari Moynihan**

**Renata Brunner  
Nancy Casselbury  
Nancy Foster  
Teresa Hoy  
Eileen McEntee  
Judy Shute**

**Heidi**

**Revette**

**Secretaries**

**Secretary to Building Principal  
Clerical Support**

**Kelly Hill  
Amy Kimm**

**Custodial Staff**

**Bruce Bedell**

**Chuck Gebhardt  
Alain Obas**

**Food Service Personnel**

**Diana Marks  
Lori Hughes  
Jerri-Lynne Guy-Beck**

**Patricia Unger  
Caron Chapman-Case**

**Cafeteria Aides**

**Paula Bertlesman**

**Bobbi Jo Buck**

**Administration**

**Greg Bump  
Dan Sawkins  
Jim Kesler  
Wendy Young**

**Principal  
Transportation  
Maintenance  
Food Service Manager**

**677-3152  
677-9700  
677-7725  
677-9761**

<b>Peter Tigh</b>	<b>Superintendent</b>	<b>677-9728</b>
<b>Dave Klem</b>	<b>Interm Business Manager</b>	<b>677-3144</b>
<b>Paula Cowling</b>	<b>Director of Curriculum &amp; Instruction</b>	<b>677-5509</b>
<b>Jennifer Blossey</b>	<b>Principal, Jr/Sr. H.S.</b>	<b>677-5506</b>
<b>Susan Osborne</b>	<b>Big Picture Principal</b>	<b>504-1000</b>
<b>Diane Ellsworth</b>	<b>Onon. Nation School Principal</b>	<b>469-6991</b>

## TELEPHONE

Directions on how to use the classroom telephone are as follows:

**Intercom:** know your persons' extension and dial.

**Outside line (from the classroom):** dial 9, wait for a second, then dial 8, wait again, then dial the number. You are not able to make a long distance phone call from your classroom. You must use one of the phones in the Main Office.

**Incoming call:** Main office will call to see if you will accept the call at this time or take a message. If accepting, hang up receiver, wait for 1 long ring, and then pick up receiver.

**Call to High School:** dial 9, wait for a second; then dial either 3131 (Main Office), 5506 (Principal's Office), 5507 (Nurse's Office), 7849 (Guidance Office), or 7851 (Special Ed.).

**Multi-line Telephone:** Push one of the bottom middle two buttons; dial 8, then your number.

**If an emergency dismissal arises, please keep the telephone lines free so that the main office can contact parents.**

## TESTING

The purpose of testing is to develop as comprehensive a picture of a student's achievement and ability as possible. Teacher-made tests in the content areas should be designed to specifically evaluate whether a student has mastered material that has been taught. Since the majority of classes are heterogeneously grouped, an effort should be made when constructing tests or quizzes to provide for the low functioning student as well as the academically able child who needs to be challenged.

Major tests such as unit or chapter tests should be based on behavioral objectives written for each unit or chapter.

Tests should be recorded and made available at parent request. State mandated and standardized tests provide additional information concerning a child's achievement and ability. There is no one test that provides a complete and totally accurate profile of a student.

The administration of tests and the use of their results should be handled with care and discretion.

## VISITORS

**All visitors must report to the front desk.** All visitors including parents, must report to and sign in at the front desk and get a "Visitor's Pass". The pass is to be worn as long as they are in our school and should be returned to the office before leaving and signing out.

## CONFLICT-RESOLUTION

Differences of opinion and philosophy between the teaching staff and the administration should be dealt with in a professional framework. A difference between professional educators is a healthy phenomenon. However, such differences should, in the strictest professional sense, remain "in house". Professional courtesy is important for all

staff members. Administration is always available to discuss problems or concerns teachers might have. Discussing school personnel problems with community members is unprofessional.

## **LA FAYETTE CENTRAL SCHOOLS**

### **Teacher Supervision**

The purpose of staff supervision in the LaFayette School District is to continually improve the quality of instruction and to insure that the curriculum is one that meets the needs of all students.

Teachers will be evaluated on the following criteria:

#### **A. Planning**

1. Develops specific daily plans as well as long-range plans that will include objectives that reflect high expectations of all students.
2. Develops plans that reflect, by way of varied activities, knowledge that all students do not learn the same way, and that expectations of students in a heterogeneous class should vary depending on ability of the student.

#### **B. Classroom Management – Instructional Effectiveness**

1. Establish clear and specific rules regarding student behavior the first week of school and enforce them consistently throughout the school year. Rules are enforced firmly and vigorously, but always with compassion for the individual student.
2. Use a variety of instruction techniques and strategies.
3. Evaluate students in a manner consistent with school policy. Daily work, class participation, and tests and quizzes are taken into consideration when determining a student's grades. Records should be maintained that correlate with report card grades and progress indicators.
4. Provide timely and meaningful feedback to students on all work handed in.
5. Communicate academic and behavioral expectations to all students and their parents.

#### **C. Professional Characteristics**

An excellent teacher will:

- Initiate communication with parents as soon as individual student problems are identified and keep accurate records of such communications.
- Enforce school policies at the appropriate level and follow administrative initiatives.

- Maintain confidentiality of all matters involving individual students or fellow employees when dealing with the public.
- Follow proper channels in the resolution of grievances/conflicts.
- Maintain a good attendance record.
- Display promptness in all aspects of his or her professional responsibilities.
- Treat all people with respect.
- Display open-mindedness to new ideas.
- Display a commitment to the profession through:
  - a. Active participation in workshops and seminars.
  - b. Reading professional journals and articles.
  - c. Accepting student teachers and professionally sharing ideas.
  - d. Demonstrating a commitment to lifelong learning by taking additional coursework beyond certification requirements.

## **GRADING POLICIES**

### **HOMEWORK AND CLASSWORK GUIDELINES**

#### **Definitions**

1. Homework – work that is assigned by the classroom teacher which is designed to be completed outside of class, i.e., written assignments, preparation for tests and quizzes, long term projects, reading assignments.

2. Classwork – work done in school during a class at the end of a period of direct instruction. Most often classwork is designed to be completed in school but there may be times when it will be necessary for the student to complete it outside of the regular school day.

### **Objectives of Homework**

1. To reinforce skills and concepts.
2. To prepare for exams and quizzes.
3. Homework helps to develop and maintain independent learning.

### **Daily Expectations for Homework at the Intermediate Level**

1. Fourth Grade – ½ hour per day – four days per week.
2. Fifth Grade – 45 minutes to one hour per day – four days per week.\*
3. Sixth Grade – One and one half-hours per day – four days per week.\*

\*Note: Where there is departmentalization, teachers will coordinate assignments so that students are not overly burdened on any given evening (5<sup>th</sup> and 6<sup>th</sup> grades only).

### **Fostering the Concept of Homework at the Primary Level**

The concept of responsibility outside the classroom is developed at the primary level by encouraging children to take work home to share with parents, asking children to bring a news item to school to share with classmates, and requesting that students watch a particular television program and be prepared to discuss it in class.

Because of the emphasis placed on homework and classwork, as a staff, we adhere to the following precepts:

1. Quality is more important than quantity.
2. Parents are expected to support and encourage students to complete homework, but are not to do the work for them.
3. Homework is to be completed and turned in to the teacher in a timely fashion.

### **REFERRAL PROCESS**

When a learning problem develops with a student that the regular classroom teacher is unable to solve through normal procedures, i.e., individual attention, conferencing with parents, consultation with remedial staff, and a referral to the Building Care TEAM should be made. In filling out the referral forms, all information requested should be provided in a thorough manner.

A completed referral form should be returned to Mrs. Storie, which initiates the following process:

1. A Care TEAM meeting is scheduled to review the referral.
2. If handicapping condition is suspected, a CSE referral is initiated and parental consent is sought for testing. If a handicapping condition is not suspected, alternative strategies are discussed for dealing with the problem and parents are contacted. A follow-up meeting is scheduled to discuss progress.

3. If a CSE referral is initiated: once parental permission is obtained, the psychologist begins testing and the results are returned to the building administrator and additional testing may be initiated.
4. Parents, the special education team and building principal will review results of all testing and make a recommendation with regard to identification and program at a CSE meeting. During this process, parents must be regularly informed of test results and possible recommendations for services.

The entire process is **confidential** in nature and should be treated in a sensitive manner.

*The more we give of anything, the more we shall get back – Grace Speare*

**EDUCATIONAL PHILOSOPHY AND OBJECTIVES  
OF  
THE LA FAYETTE CENTRAL SCHOOL DISTRICT**

The education programs of the LaFayette School District are rooted in the basic principle that every individual has worth and dignity. Further, the implementation of our many programs recognizes the human personality regardless of race, creed, sex, wealth, ability, or ethnic origin.

We believe that every student can be taught at some level. It is our task to identify that level and institute a program, which will provide the student with success and a feeling of achievement necessary for satisfactory fulfillment of future academic and societal goals.

We recognize that our youth must be free to learn. However, they must know that freedom carries responsibility and does not imply doing as one pleases. Our schools need students, teachers, and administrators who care and create an atmosphere conducive to learning so that our young people know their school is a place of warmth and encouragement, not only for educational considerations, but for life itself.

In order to prepare students to live in an ever more complex world, we must provide a curriculum that responds to the changing times, while respecting the traditions and enduring human truths of the past.

We believe our educational system should provide the opportunity for parents and the community in general to better understand the educational program so that we might work cooperatively for the benefit of each student.

We acknowledge the variability of student needs and expectations and accept the challenge to help each student develop to the best of his or her ability, to acquire an understanding of his or her worth and dignity, and to respect the worth, opinions and ambitions of others to whom he or she must relate.

The LaFayette School District is dedicated to the ideals of: pursuit of knowledge, respect for all, and preservation of the earth's richness and beauty.

In order to realize the beliefs of our philosophy, students should:

1. Develop intellectual curiosity and eagerness for lifelong learning.
2. See education as a means to career identification and feel a sense of responsibility to contribute to society.
  - a. Develop occupational competencies necessary to secure employment and commensurate with abilities and aspirations; and to perform work in a manner that is gratifying to the individual and to those served.
  - b. Develop an awareness of opportunities and requirements related to careers and occupations.
  - c. Develop the ability to make use of guidance information and counseling services.
  - d. Develop an appreciation of good workmanship.
3. Develop pride in work and a feeling of self-worth.
  - a. Develop a feeling of student pride, both in individual and group achievements and progress.
  - b. Develop self-understanding, self-awareness, and self-discipline.
  - c. Develop a feeling of positive self-worth, security, and self-assurance.
4. Develop skills in reading, writing, speaking, and listening.
  - a. Develop the ability and communicate ideas and feelings effectively.
  - b. Develop skills in oral and written English.
5. Learn how to locate, examine, and use information.
  - a. Develop skills to think and proceed logically.
  - b. Develop the ability to examine critically and creatively.
  - c. Develop reasoning abilities.
6. Be involved in problem-solving and decision-making processes.

The acquisition of content knowledge should serve the student in acquiring a developing sense of understanding and ability to deal with the world in which he or she lives.

7. Understand the fundamental concepts of mathematics and be skillful in the use of numbers and related basic arithmetic processes as they apply in everyday life.
8. Understand the fundamentals of the natural and physical sciences as they apply to everyday life.
9. Develop an awareness of his or her responsibilities as a citizen of the community of mankind in general and in particular, those of his or her country.

- a. Be aware of civic rights and responsibilities.
  - b. Develop an attitude of respect for personal public property.
  - c. Develop an understanding of the processes of effective citizenship in order to participate in and contribute to the government of their society.
    - I. Be knowledgeable of political, economic, and legal systems, with emphasis on democratic institutions and on the global interdependence of these systems.
    - II. Be knowledgeable of the American political process at the national, state, and local levels.
    - III. Be knowledgeable of taxation and fiscal policy.
    - IV. Acquire citizenship skills.
      - a. Decision-making
      - b. Group participation
      - c. Leadership
10. Understand that human feelings and values are expressed through various media: art, music, movement, and writing.
- a. Develop special talents in music, art, theater, literature, and languages.
  - b. Develop an understanding of the inter-relationships of art, music, social sciences, philosophy, and literature.
11. Maintain his or her mental, physical, and emotional health.
- a. Establish sound personal health habits and an awareness of practices detrimental to mental, physical and emotional well being.
  - b. Acquire knowledge of and a concern for sound community health practices.
  - c. Be knowledgeable of safety principles and demonstrate safety habits.
12. Learn how to use leisure time.
- a. Develop a positive attitude toward participation in a range of leisure-time activities – physical, intellectual, and creative.
  - b. Develop appreciation and interest, which will lead to wise and enjoyable use of leisure time in the home, school, and community.
13. Develop an understanding and an acceptance of change as a basic element of our world.
- a. Develop the ability to adjust to the changing demand of society.
  - b. Understand the past, identify with the present and strengthen their ability to meet the future.
14. Acquire knowledge of the environment and the relationship between one's own acts and the quality of the environment and human life.
- a. Practice the preservation and wise use of resources.
  - b. Understand the effects of the environment of man's activities and values: his lifestyles, technology, and population growth and energy utilization.
  - c. Understand the inter-relatedness of all life.



### **School Philosophy**

It is the belief of the Grimshaw Elementary School Faculty that the central or dominant force in our school is the STUDENT. The Student and the School Process are intertwined. Educational goals are accomplished through the various processes.

### **Administrative Role**

The LaFayette Board of Education establishes school policies, which determine the general course of school procedures. These policies are within the constraints of federal and state mandates. School policy is formulated after consultation with and consideration of administrative and coordinator input. Administrative advisement to the Board sometimes reflects a broad participatory base where faculty, special school/-community committees, or task forces are consulted in both formal and informal ways. Administration and coordinators develop procedures for implementation of educational policy. It is recognized that the availability of funds is often a limiting factor when administrative decisions are made. Faculty advisement is integral to the decision-making process on matters affecting the classroom and should be sought regularly.

### **Curriculum Development**

Our written curriculum is the master plan for teaching strategies throughout our school. It is designed along a continuum so that each child is exposed to a carefully selected, orderly, and rigorous progression of learning activities.

Curriculum is revised regularly and is in accordance with state objectives where current. Teachers are involved in curriculum development and decisions.

### **Instruction**

The instructional process is based upon pre-set, logically organized, sequential materials and experiences. The teacher organizes the classroom and conducts daily learning activities.

Classroom instruction may include group and individual instruction where teachers sometimes share students. The goal is to most effectively facilitate learning while considering the special physical, emotional, and intellectual needs of all students.

### **Evaluation**

Formal, unannounced observation of teachers is done by administrators according to prescribed criteria outlined in the contract. Evaluation is a constructive growth experience with open dialogue between teacher and observer. Self-evaluation should be an ongoing process and is the responsibility of all teachers.

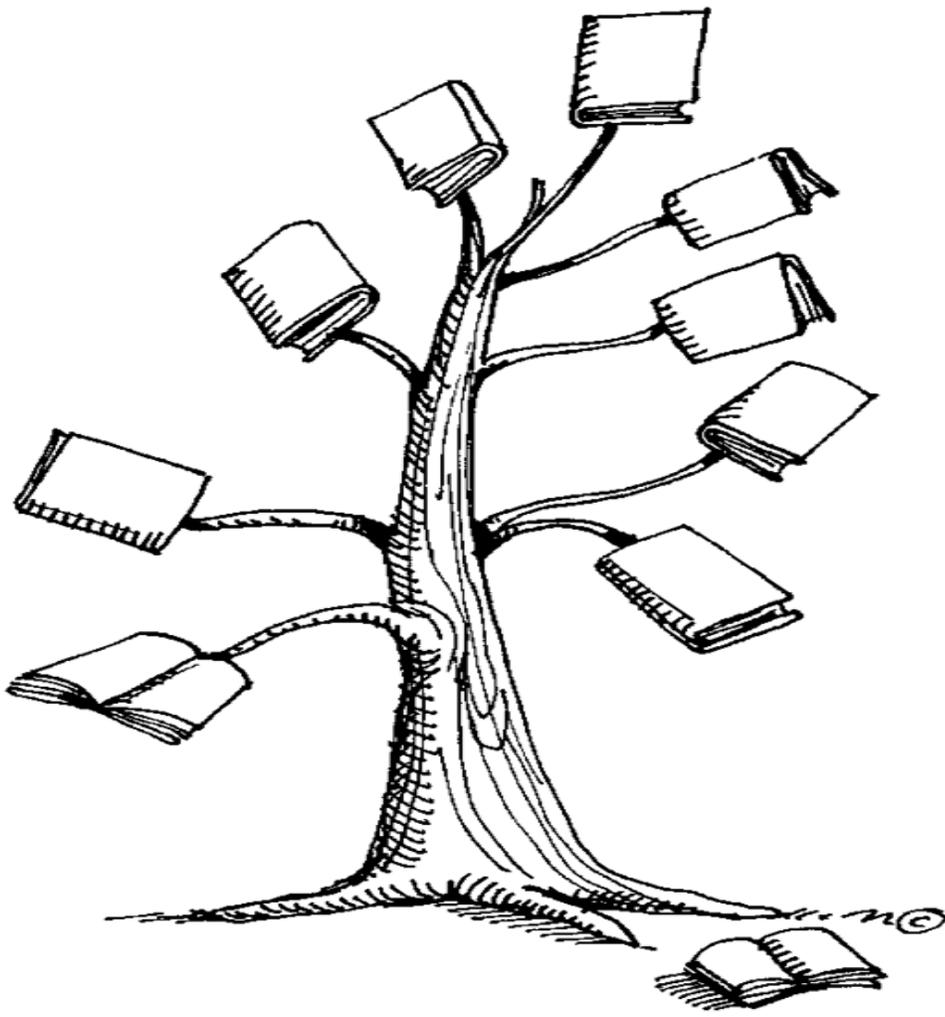
Teachers evaluate student academic progress and class participation. Appropriate record keeping will be maintained that will reflect individual student progress. Formal evaluation is done through criterion-referenced tests and standardized tests. Student achievement is noted in relation to the school group and national norms.

### **Instructional Role**

The Grimshaw Elementary teachers and teaching assistants recognize the need to be supportive of each other in their efforts to serve students. They work together to solve mutual problems relating to the school and to their profession. Sharing professional responsibilities, ideas, and materials benefits everyone. All educators are committed to the ethics of their profession.

Teachers and parents should communicate regularly. Teachers regularly inform parents of their child's academic progress through conferences and written reports. These conferences include the academic, social, and emotional aspects of student development. These ongoing consultations should lead to a cooperative, productive, and mutually supportive relationship.

The contemporary school exists to provide an appropriate educational program to all children. Fundamental academic and social skills are taught in regard to the student's personal, physical, cognitive, and affective development. The school is a partner with the community and should reflect community values and social responsibility. Our success as educators insures that our civilization and cultural traditions continue.



# Grimshaw Student Handbook

# **C. GRANT GRIMSHAW SCHOOL**



## **PARENT/STUDENT HANDBOOK**

**2011 - 2012**



September 2011

Dear Parents and Students,

Welcome to Grimshaw Elementary and to the new and exciting adventures and experiences that await you here. The amount of time and effort you give will make your experiences here happy and memorable.

We have prepared this handbook to tell you about our school. You will find that the rules and regulations that govern our lives here at Grimshaw make it possible for all of us to live, learn, work, and play together.

If you have any questions about anything, please see your child's teacher(s), principal, or other staff members. We will be glad to answer your questions. Parents may call the school at 677-3152. Office hours are 7:30 a.m. to 4:00 p.m. We will return your calls.

Grimshaw Elementary School will be whatever you make it. Be proud of it. Take good care of it. Become part of it. You have the power to determine your successes or failures. Start off on the right foot. Remember that the longest journey starts with just a single step. Put your best foot forward.

Here is to a great 2011 - 2012 school year!!

Sincerely,

Greg Bump  
Principal

## **Room Assignments**

2011 - 2012

**GRIMSHAW STAFF**

<u>Teacher</u>	<u>Grade</u>	<u>Room</u>
Lisa Chapman	K	121
Mary Ellen Long	K	134
Kristin McClary	K	128
Nancy Nicholson	Pre-K	132
Kelly Davidson	1	120
Melissa Terrell	1	117
Megan Zehner	1	118
Lynna Donohue	2	103
Jana Silvestro	2	112
Kate Wiley	2	107
Andrea Amidon	3	106
Patty Kenney	3	104
Karin McMahon	3	102
Janet Conners	4	208
Kristin Geloff	4	214
Melanie Saba	4	216
Kate Jugan	5	220
Mike Mahoney	5	218
Sandra Markley	5	213
Nadine Drexler	6	217
Matthew Priest	6	215
Jenni Radcliffe	6	222

**Special Area Teachers**

Paula Bush	Nurse	110
Kathy Beale	Art	101
Sue Bang	Librarian	202

Kelly Cook	Music	115
Molly Milner	Music	140
Doreen Doctor	Phys. Ed.	GYM
Tom LaRose	Phys. Ed.	GYM

**Special Area Teachers cont.**

Diane Pratt	Special Ed.	211
Kristin Reardon	Special Ed.	114
Kelly Szrama	Special Ed.	211
Tess Miller	Special Ed.	105
Nicole Hutson	Special Ed.	201
Colleen Woodworth	Remedial Reading	116
Eliza Bailey	Remedial Reading	116
Pat Wilson	Remedial Math	203
Lori Mucha	Speech	119
Kristen Sparling	Speech	119
Bob Risavi	ADA/PEP	212
Michelle Storie	Psychologist	206
Lorrie Tanner	School Social Worker	200
Rosalie Bartolomeo	Occupational Therapist	100
Cindy Bretschneider	Physical Therapist	100
Halena Gagne	Physical Therapist	100

**Support Staff/Teaching Assistants**

Willie Bennett	Renata Brunner	
Nancy Case	Nancy Casselbury	
Ann Doyle	Nancy Foster	
Terri Fredenburg	Teresa Hoy	Tina
Knapp	Shari Moynihan	Heidi Revette
	Judy Shute	

**Secretaries**

Secretary to Building Principal	Kelly Hill
Clerical Support	Amy Kimm

### Custodial Staff

Bruce Bedell  
Georgia Iredale

Chuck Gebhardt  
Alain Obas

### Food Service Personnel

Patricia Unger  
Lori Hughes  
Jerri-Lynne Guy-Beck

Diana Marks  
Caron Chapman-Case

### Cafeteria Aides

Bobbi Jo Buck

Paula Bertlesman

### Administration

Greg Bump	Principal	677-3152
Dan Sawkins	Transportation	677-9700
Jim Kesler	Maintenance	677-7725
Wendy Young	Food Service Manager	677-9761
Peter Tigh	Superintendent	677-9728
Dave Klem	Interm School Business Administrator	677-9728
Paula Cowling	Director of Curriculum & Instruction	677-5509
Jennifer Blossey	Principal-Jr./Sr. H.S.	677-5506
Susan Osborne	Big Picture Principal	504-1000
Diane Ellsworth	Onon. Nation School Principal	469-6991

### Activities for Students

The Grimshaw School offers many opportunities for students.

Our extra-curricular music program starts in fourth grade with beginning instrumental lessons. Students who remain in this program may go on to become members of our fifth and sixth grade band. Participation at this level usually leads to membership in the Junior High Band and eventually, the LaFayette High School Band. The Grimshaw Chorus is another way for musically-inclined students to participate in our music program.

During the months of January, February, and early March, many students in grades 4-6 prepare for, and participate in our annual Academic Grimshaw on Display held in the spring. Students with exemplary science projects may go on to participate in the Greater Syracuse Science Fair. We have become well known for our many winners in this annual event.

### Attendance

School officially begins each day at 7:50 a.m. Attendance will be taken by the classroom teacher each day @ 7:55 a.m. Students arriving after that time must sign in at the nurse's office and will be considered tardy. If a student is tardy, an excuse explaining the reason for being late is required no later than the next day. We strongly encourage parents to call and notify the school when your child is absent.

Encouraging your child to have good attendance is important for many reasons:

1. It fosters a habit that is important later in life.
2. A child's regular attendance in class is essential for learning.

In order to participate in extra-curricular activities, a student *must* be in attendance at C. Grant Grimshaw School on that day.

## GRADES K - 6 ATTENDANCE POLICY

### Attendance Philosophy

It is the belief of the LaFayette Central School District that there is a correlation between academic success and school attendance. All curricula areas rely on sequential learning; those who miss the early steps may have difficulty progressing to higher levels. We feel it is the responsibility of parents and students to ensure that students attend school and classes regularly. Our attendance policy is intended to encourage good habits that will lead to success in life.

## Legal Absences

New York State Education Law requires students to be in attendance each day except for the following legal reasons:

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1) student illness                    | 6) quarantine                     |
| 2) serious illness or death in family | 7) unsafe travel conditions       |
| 3) medical appointment                | 8) educational visitation         |
| 4) religious observance               | 9) school supervised project-trip |
| 5) required court appearance          | 10) out of school suspension      |

## Procedures for Absence:

Each day a student is absent, it is the responsibility of the parent/guardian to call the appropriate attendance personnel by 9:00 a.m.

- ▶ Grimshaw - School Nurse at 677-3152 ext. 110
- ▶ Onondaga Nation School - Home-School Liaison 469-6991

In the event a call has not been received, school personnel will communicate with the parent or guardian at home or work upon written request.

Upon the child's return a written excuse is required. This excuse should state the date and reason for absence and must be signed by the parent or guardian. For extended absences due to illness/injury, a written doctor's excuse should be brought to school.

## Interventions/Consequences: Change to reflect policy

When a child's absences reach 7 consecutive days:

- ▶ Telephone contact with follow-up attendance letter and/or documentation will be initiated.
- ▶ If attendance continues to be a concern, a parent conference will be scheduled. A plan of action which may include: counseling, after-school tutorial, or home visits will be developed.
- ▶ Students need to be in attendance 85% of the time school is in session over the course of a school year. A continued attendance problem may result in retention, contact with social services, and/or legal action.

A copy of all interventions will be retained in the student's file.

## Tardiness

The start of the school day is established in each building. A student is considered tardy after homeroom attendance has been taken.

Habitual tardiness is a concern and will result in the following interventions:

- ▶ Telephone contact with follow-up attendance letter and/or documentation will be initiated.
- ▶ If attendance continues to be a concern, a parent conference will be scheduled. A plan of action which may include: counseling, after-school tutorial, or home visits will be developed.

### Visitors To The Schools

We welcome parents and community members to visit our buildings. Our expectation is that all visitors are mindful of our schools as places of learning and that the policies and procedures for each building are respected. Administrators are responsible for all visitors and the following rules apply:

1. A visitor is anyone who is not a student or regular staff member.
2. Visitors must sign in at the front desk upon arrival, register, and display a visitor's tag. These identification tags must be worn for the duration of the visit.
3. Classroom visitations require advance notification to minimize class disruption. Teachers will be unable to engage in individual discussion during class time.
4. Unauthorized visitors will be reported to administration and will be asked to leave. Law enforcement may be notified, if necessary.

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

### Public Conduct On School Property

In our vigilant efforts to promote a safe, respectful environment, it is necessary to place restrictions on public conduct while on LaFayette School District property and at school functions. The following code is intended to maintain public order and protect the rights of others:

#### **NO PERSON OR PERSONS MAY:**

1. Injure, threaten or harass others
2. Damage or remove district property
3. Disrupt classes, games, programs, activities, events
4. Distribute/display/wear materials that are obscene, libelous, advocate illegal activity, and/or are disruptive to the educational programs
5. Intimidate, harass or discriminate on the basis of race, color, rationality, religion, age, sex, sexual orientation, or disability
6. Enter any portion of school premises without authorization
7. Obstruct or impede the movement of any person in any place that this code applies
8. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function. We are a "Drug Free School Zone" and harsh legal penalties apply.
9. Possess/use firearms or other weapons including but not limited to air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other

noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the LaFayette School District.

10. Loitering on school property

11. Gambling on school property or at school functions

12. Inciting others to commit acts prohibited by this code

13. Refusal to comply with any lawful order of district officials in performance of their duties

14. Violation of any federal or state statute, local ordinance or board policy while on school property or at a school function.

#### ***Penalties For Violation Of This Code***

Penalties will range from request to comply with the code to summoning of law enforcement and potential criminal prosecution. Students and faculty members are subject to immediate ejection and possible further disciplinary action.

#### **Enforcement**

The Superintendent shall be responsible for enforcing the conduct required by this code. The Superintendent may designate the other LaFayette School District staff who are authorized to take action consistent with the code.

When the Superintendent or his/her designee(s) sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited, and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from LaFayette School District property or the LaFayette School District function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The LaFayette School District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any persons violating the code.

#### **Emergency School Closing**

In the event of inclement weather prior to the opening of school on any given day, please listen to and/or watch the local radio and TV stations for a possible school closing. This decision is made by the Superintendent of Schools and is based on road reports from the highway department as well as weather forecasts for the remainder of that day. A decision is made as soon as information is available.

We will follow emergency closing procedures as outlined on registration forms. It is very important that parents be sure their children clearly understand where they are supposed to go in the event we close early. Please go over the instructions you give us with your child or children.

#### **Field Trips**

School sponsored field trips are part of the educational program. A general permission slip for the events during the school year will be on file in the office. Teachers will inform parents of each event well before the planned trip.

## Homework and Classwork Guidelines

### Definitions

1. Homework – work that is assigned by the classroom teacher which is designed to be completed outside of class, i.e. written assignments, preparation for tests and quizzes, long-term projects, reading assignments.
2. Classwork – work that may be done in school during a class at the end of a period of direct instruction. Most often classwork is designed to be completed in school, but there may be a time when it will be necessary for the student to complete it outside of the regular school day.

Successful completion of classwork and homework is essential to the academic growth of the student, and as such, they are both integral aspects of the learning process. Failure to complete homework in a timely manner may result in your child to have to stay after school to complete the assignment. Report card grades reflect successful completion of daily classwork, homework and quiz and test scores.

### Objectives of Homework

1. To make it possible for students to accomplish work requiring additional time to complete.
2. To provide for the reinforcement of skills and concepts.
3. To prepare for exams and quizzes.
4. Work outside of school provides a means of teaching responsibility and encourages children to budget time wisely; both of which are essential for success later on in school and in the world of work.
5. Homework helps to develop and maintain independent learning techniques.

### Daily expectations for Homework at the Intermediate Level

The parent will be able to find the assignments written in the child's daily planner. It is the responsibility of the child to make sure the information is written in the planner, as well as transporting the planner home at night. The teachers will provide reminders and guidance with the use of the daily planner, but we ask that the parents remind his/her child about being responsible to bring the planner home.

1. Fifth grade – 45 minutes to 1 hour per day – four days per week.\*
2. Sixth grade – 1 ½ hours per day – four days per week.\*
3. Grades 4-6 should read a minimum of 15 minutes nightly.
4. Math Facts should be practiced – 5 minutes each night.

\* The homework assignments will be posted on the website daily.

### Fostering the Concept of Homework at the Primary Level

The concept of responsibility outside the classroom is developed at the primary level by encouraging children to take work home to share with parents, asking children to bring a news item to school to share with classmates, and requesting that students watch a particular television program and be prepared to discuss it in class. During the second half of third grade,

students are given more class work which may require them to spend time at home in order that it may be completed.

Because of the emphasis placed on homework and classwork, as a staff, we adhere to the following concepts:

1. Quality is more important than quantity.
2. Homework or classwork is never done during direct instructional time.
3. Parents are expected to support and encourage students to complete homework, but are not to do the work for them.
4. Homework is to be completed and turned into the teacher in a timely fashion.
5. All work assigned to students as homework will be graded and returned to students in a timely fashion.
6. Where there is departmentalization, teachers will coordinate assignments so that students are not overly burdened on any given evening. (5<sup>th</sup> and 6<sup>th</sup> grades only)
7. If parents have a concern about homework, they should contact the child's teacher to arrange a conference.

In the grading process, homework will be taken into consideration along with tests, quizzes, and class participation.

### Student Progress

Students in grades K-6 receive report cards every ten weeks. Such reports are designed to provide you, as a parent, with a quarterly, objective assessment of your child's academic and social growth. A more detailed evaluation can be obtained by talking with your child's teacher on a regular basis. We encourage you to do so by calling and/or arranging for a conference.

### Student Schedules

Each homeroom is scheduled for a 30-minute lunch period daily. Teachers in grades K-4 make an effort to take students outdoors for a 15 to 20 minute activity period daily, weather permitting. If the weather is inclement or the wind chill factor is below twenty, outdoor activity is canceled. Students in grades 5 and 6 go outdoors when time permits due to a very tight daily schedule.

### Students with Disabilities

**Overview of the Disciplinary Process for Students with Disabilities in New York State:**

If a student violates the school code of conduct and is being considered for a suspension or removal, school personnel must ensure the following due process protections are provided to the student and to the student's parent(s). For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice (section 3214 notice), and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension which describes the basis for the suspension and explains that the parent or guardian has a right to request an informal conference with the principal prior to the proposed suspension to discuss the incident and question any complaining witness(es) against the student. For suspensions in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by either the superintendent or hearing officer designated by the superintendent at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge

and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

In addition to the above, which apply to all students in New York State, there are additional procedures and protections that apply to students with disabilities including:

- the provision of a free appropriate public education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year;
- the responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- the determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement<sup>3</sup>
- an expedited process (expedited due process hearings) to resolve disagreements between parents and schools regarding certain disciplinary actions;
- protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability ("student presumed to have a disability for discipline purpose"); and
- expedited evaluations of students suspected of having a disability during the time the student is suspended.

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

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

### Criteria for #504 Rehabilitation Act Of 1973

The following criteria must be met in order for a student to qualify for a #504 Accommodation Plan. Under the Rehabilitation Act, a handicapped person includes anyone whom:

Has a physical or mental impairment, which substantially limits one or more major life activities (caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, and learning). For information please contact the Committee on Special Education Chairperson.

### New York State Testing Program

The New York State Testing program is designed to evaluate the implementation of the State's Learning Standards at the student, school, district, and State levels. To meet the requirements of the No Child Left Behind Act (NCLB), tests in English language arts and mathematics are administered annually at each grade level in Grades 3 through 8.

Under NCLB, all states that receive federal funding for education are required to test students in Grades 3 through 8 in reading and mathematics in order to measure yearly progress. The tests measure progress in ELA and Math. Students scoring below a 3 are required to receive Academic Interventions in that area.

### **GRIMSHAW PROMISE**

**I promise not to hurt others on the inside or the outside.**

**I promise to be respectful and responsible.**

**I promise to do my best to learn and to help others learn.**

### CAFETERIA RULES

Each child has the right to eat in a peaceful and pleasant atmosphere. To facilitate this right, the following rules have been established.

#### Rules

- Speak quietly. Conversation should only be carried on with the children sitting next to you or across from you.
- When the lights are off, children are expected to quiet down quickly.
- Throwing food or tampering with others' food is not allowed.
- Trading of food is prohibited.
- Dispose of garbage and recycled products appropriately. (glass containers are prohibited)
- Students must have permission from a cafeteria aide to leave the lunchroom table for any reason.

### PLAYGROUND RULES

Each child has the right to play in a safe, supervised environment. Rules have been set up to achieve this end.

- PROHIBITED AREAS:

- ▶ near windows
- ▶ steps
- ▶ grates/dumpster
- ▶ parking area
- ▶ bus area

**- PROHIBITED EQUIPMENT:**

- ▶ baseballs, aluminum or wooden bats, hard softballs, lacrosse sticks and balls.
- There should be no fighting on the playground.
- Always be safety conscious. Play games and use the equipment and apparatus properly and in a way that is not dangerous.
- If planning a sledding party, review safety procedures and appropriate equipment.
- At all times, the students are to be accompanied by and within line of sight of a supervisor.
- One supervisor per two classes.
- Follow directions of supervisor(s):
  - ▶ When using the lower field, walk down the hill.
  - ▶ Know the designated signal for lining up/getting attention.
- Throw nothing on the playground except authorized equipment designed to be thrown.

Due to possible injury, we have prohibited the following activities on the playground: football, wall dodgeball, and any contact sport requiring the wearing of special gear. If you have a question about a game or sport, contact the building principal prior to initiating a game or bringing in equipment to play with.

**TRANSPORTATION DEPARTMENT  
BUS RULES**

1. Bus rules are posted in each bus. The driver is responsible to see they are followed and to make any other rules that are appropriate for that particular bus.
2. All pupils must ride on their regular assigned bus unless they have a **WRITTEN REQUEST** by the parent or guardian in **ADVANCE**, approved by the school office.
3. When a pupil rides to school on a school bus, he/she must return by school bus unless the school office approves a written request and a pass is issued. Once a student enters the bus, he is considered to be in the classroom, and is the school's responsibility until returned home.
4. Pupils must not enter or leave a bus while it is in motion.
5. There is to be no wrestling or other disorderly conduct including unusual loudness, throwing of articles or profanity.
6. Reasonable behavior is expected of all pupils. There is to be no defacing of bus, writing on seats or windows, tearing upholstery.
7. If the driver assigns you a seat, you are expected to keep it unless you have permission to move.
8. Tampering with equipment or emergency devices is prohibited at all times.

9. **Smoking on buses is prohibited by Public Service regulations. This applies to all persons-passengers, and drivers. There is to be no eating or drinking on bus.**
10. **Throwing items in loading areas or at buses is prohibited.**
11. **The leaving of litter on a bus is prohibited. Students must carry off such material when leaving the bus or placed in a wastebasket, if provided.**
12. **When it is necessary for pupils to cross a highway in order to board or leave a bus, pupils will await a signal from the driver before crossing the highway. The student must cross at least ten feet in front of the bus. The driver, not the student, will decide when the highway is clear.**
13. **Upon arrival at school, the student is to enter the building immediately. There can be no loitering outside the school.**
14. **Any violations of these regulations will result in the student being given a Disciplinary Warning Slip by the bus driver. This slip must be signed by the parent and returned to the bus driver before the student will be allowed to board the bus. A copy of the Disciplinary Warning Slip will be forwarded to the building principal. Several slips could result in a bus suspension.**

# ONS Student Handbook

# Community of Caring

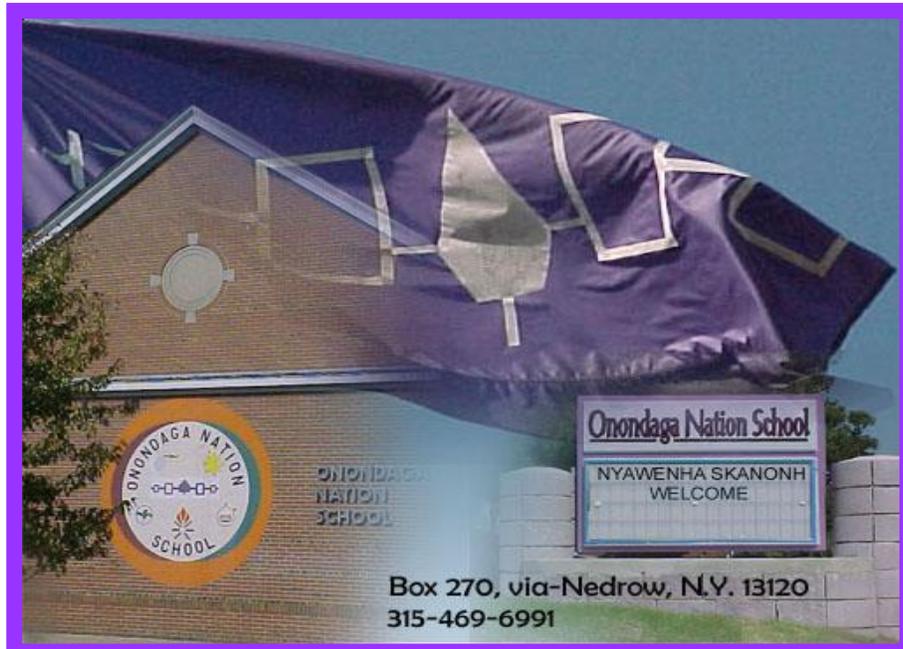


**ONONDAGA NATION SCHOOL**



Phone (315)469-6991  
Fax (315)469-0994

RR 1 Box 270  
Nedrow, New York 13120



## Parent / Student Handbook



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# PHILOSOPHY

## ONONDAGA NATION SCHOOL

**I am a living entity. The Creator inspired my birth.**

**Let our lives become entwined. I have numerous parts. When you become part of me, my parts will become part of you. Your thirst for the truth about yourself and Mother Earth will be within your reach when your spirit and mind are congruent. My truth will give you the strength and courage to exist in all cultures but it will also give you the ability to retain the intrinsic values of the Indian Way of Life.**

**Your inborn desire to survive and perpetuate will be fulfilled when our entwined spirit is the guide for your conscience as to how you will live. Some day some of you will return to me and share with others what you have gained, both within me and in other entities similar to me, in our Little Brothers Culture.**

**The pride that I will generate in you and the way of life that I will give you will place you high above all your enemies such as greed, jealousy, resentment, self-pity, anger, revenge, dishonesty and egotism.**

**If I live within you, you will be like the Eagle.**

**Lafayette Central School District**

**MISSION STATEMENT**

**The mission of the LaFayette School District**

**through the combined efforts of community,**

**parents, and teachers is to develop an**

**environment for each student which will**

**create a positive self-image, a life-long**

**interest in learning, an atmosphere for**



## ONONDAGA NATION SCHOOL



Phone (315)469-6991 RR 1 Box 270  
Fax (315)469-0994 Nedrow, New York 13120

### PRINCIPLES

We will be of good mind, good heart and keep peace around us.

We are respectful of ourselves, each other, our school and community.

We appreciate each others' uniqueness and gifts.

We are patient.

We are polite.

We help and cooperate with each other.

We are considerate and understanding.

NOW OUR MINDS ARE ONE.

DA NE' TOH

LA FAYETTE CENTRAL SCHOOL  
LaFayette, New York 13084

2008-2009 STUDENT CALENDAR  
Onondaga Nation School

M	T	W	T	F	Student/Staff	Student/Staff	M	T	W	T	F	
<b>September</b>							<b>February</b>					
1	2	3	4	5			2	3	4	5	6	
8	9	10	11	12	20/21	20/20	9	10	11	12	13	
15	16	17	18	19			16	17	18	19	20	
22	23	24	25	26			23	24	25	26	27	
29	30											
<b>October</b>							<b>March</b>					
		1	2	3			2	3	4	5	6	
6	7	8	9	10	21/22	21/22	9	10	11	12	13	
13	14	15	16	17			16	17	18	19	20	
20	21	22	23	24			23	24	25	26	27	
27	28	29	30	31			30	31				
<b>November</b>							<b>April</b>					
3	4	5	6	7					1	2	3	
10	11	12	13	14	17/17	17/17	6	7	8	9	10	
17	18	19	20	21			13	14	15	16	17	
24	25	26	27	28			20	21	22	23	24	
							27	28	29	30		
<b>December</b>							<b>May</b>					
1	2	3	4	5							1	
8	9	10	11	12	17/17	20/20	4	5	6	7	8	
15	16	17	18	19			11	12	13	14	15	
22	23	24	25	26			18	19	20	21	22	
29	30	31					25	26	27	28	29	
<b>January</b>							<b>June</b>					
			1	2			1	2	3	4	5	
5	6	7	8	9	19/19	19/19	8	9	10	11	12	
12	13	14	15	16			15	16	17	18	19	
19	20	21	22	23			22	23	24	25	26	
26	27	28	29	30			29	30				

Sept	2	Superintendent's Conference Day		Jan	19	Martin Luther King, Jr. Day
	3	½ day A.M. -Student Attendance			30	½ Student; ½ Work Day
	3	½ day P.M. Superintendent's Conference Day		Mar	TBA	Half-Day-Elementary Parent Conferences
Oct	10	Superintendent's Conference Day			20	Superintendent's Conference Day
	13	Solidarity Day		Apr	10	Good Friday - Half Day
Nov	TBA	Half-Day-Elementary Parent Conferences			13-17	Spring Recess
	11	Veteran's Day		May	22	Vacation Day -IF Snow /Emergency Days are not exceeded
	26	½ am Student Attendance			25	Memorial Day
	27-28	Thanksgiving Recess		June	25	Last day of Student Attendance
Dec	24-31	Holiday Recess			25	Final Day for Staff
Jan	1-2	Holiday Recess				
	5	School Re-Opens				

\*NOTE: Time has been included for:

2 Harvest Ceremony Days  
2 Planting Ceremony Days  
7 Mid Winter Ceremony Days

Key:  No School/Holiday     Sup't Conf./Staff Dev. Day     Half-Day, Early Dismissal  
 No School/Staff Reports/Professional Development     K-6 Early Dismissal - Elementary Parent Conferences

**2011 ONONDAGA NATION SCHOOL STAFF 2012**

Principal	-	Diane Ellsworth
Secretary	-	
School Nurse	-	Kerry Allocco
Onondaga Language	-	Diane "Missy" Gibson
Onondaga Language	-	Virginia Abrams
Academic Intervention/ Math/Culture	-	Bradley Powless
Kindergarten	-	Simone Thornton
First Grade	-	Megan Burns
Second Grade	-	Kathy Gosh
Third Grade	-	Denise Waterman
Fourth Grade	-	Nancy Powless
Fifth Grade	-	JoAnne Powless
Sixth Grade	-	Steven Gryzlo
7/8 ELA + SS	-	Evan Seitz
AIS/7/8 SCI	-	Denise Harris
AIS/7/8 Math	-	Meghan Seitz
Art	-	Chris Capella
Music	-	TBD
Keyboarding/Tech. Enrichment & Support	-	Elizabeth Murray
Home & Career Skills	-	Michael Brannigan
Technology Education	-	Jeffrey Capella
Physical Education	-	Debbie Ferrer
Academic Intervention/Math	-	Mary Sennett
Academic Intervention/ELA	-	Lisa Cuddy
Academic Intervention Reading	-	Lauri Rabideau-Rutter
Teacher Assistant	-	Lacey Cook
Teacher Assistant	-	Sandra Burt
Teacher Assistant	-	Winonah McCoy
Teacher Assistant	-	Mackenzie McElhannon
Teacher Assistant	-	Pat McCoy
Teacher Assistant	-	Shawna Booth
Teacher Assistant	-	Jeff Ryan
Speech	-	Marie Hayes
Special Education	-	Marie Dow
Special Education	-	Alison Bristol
Special Education	-	Greg Scott
Librarian	-	Teresa Fisher
After- school Program Coordinator	-	Mackenzie McElhannon
Cafeteria Manager	-	Besty Tarbell- Neu
Cafeteria Helper	-	Deanne Carpenter
Home-School Liaison	-	Freida Jacques
School Psychologist	-	Tara Spicer
School Counselor	-	Edward Merante(Ted)
Drug & Alcohol Prevention	-	Deanna Homer
Custodial	-	Ricky Neu
		Richard Crouse
		Jamie Thomas
		Randy Neu
Monitors	-	Lonnie Powless
	-	Charmaine Booth
	-	Muriel Lewis- evenings

Updated 08/19/2010

**STUDENTS****SUBJECT: Assignment of Students to Elementary Schools**

It is the policy of the Board of Education of the LaFayette Central School District to allow parents and guardians reasonable flexibility and freedom of choice regarding the elementary school which their children attend. The Board also recognizes the unique interests of members and other residents of the Onondaga Nation concerning the extent to which their children will receive education about their culture. However, the Board wishes to ensure that assignment of students to elementary schools be done in a way which minimizes disruption to their education and to the administration of the District's schools.

Therefore, it is the policy of the District that parents and guardians of students who are eligible to attend either elementary school in the District may normally choose the elementary school which their children may attend.

The parents and guardians of students who are enrolling in the LaFayette Central School district for the first time, if eligible, may elect which school their children will attend by giving written notice to the District Office.

Students who are already enrolled in elementary school in the District will continue to attend the same elementary school until they complete the last grade of elementary school, cease to be eligible to attend school in the District, or have a transfer to another elementary school approved. Parents and guardians of such students may apply for such a transfer by giving written notice to the principal of the school where their children currently attend no later than one month into the new semester of a school year. A student will not be transferred between schools more frequently than once per year, except under extraordinary circumstances.

Exception to the above policy may be made if the Superintendent of Schools or his or her designee determines that assignment to a different school is necessary to the management and control of the educational affairs of the District; if the Board of Education approves the recommendation of the District for such an assignment; if required by law; if required by space, personnel or program limitations; if required by the individualized education program of a student with a disability; or if done pursuant to Section 3214 of the Education Law.

Adopted: 08/25/98

**C. GRANT GRIMSHAW SCHOOL  
LAFAYETTE, New York 13084**

**ONONDAGA NATION SCHOOL  
NEDROW, NEW YORK 13120**

**Grades K-8 ATTENDANCE POLICY**

**Attendance Philosophy**

It is the belief of the LaFayette Central School District that there is a correlation between academic success and school attendance. All curricula areas rely on sequential learning; those who miss the early steps may have difficulty progressing to higher levels. We feel it is the responsibility of parents and students to ensure that students attend school and classes regularly. Our attendance policy is intended to encourage good habits that will lead to success in life.

**Legal Absences**

New York State Education Law requires students to be in attendance each day except for the following reasons:

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1) student illness                    | 6) quarantine                     |
| 2) serious illness or death in family | 7) unsafe travel conditions       |
| 3) medical appointment                | 8) educational visitation         |
| 4) religious observance               | 9) school supervised project-trip |
| 5) required court appearance          | 10) out of school suspension      |

Any reason that is not stated as excused in the policy is unexcused, unless the building principal determines otherwise. Examples of unacceptable excuses include: staying home to baby-sit, working, being tired, oversleeping, shopping, traveling, needed at home, cold weather, and missing the bus.

**Procedures for Absence:**

Each day a student is absent, it is the responsibility of the parent/guardian to call the appropriate attendance personnel by 9:00a.m.

- Grimshaw – School Secretary at 677-3152
- Onondaga Nation School – School Nurse at 469-0091

In the event a call has not been received, school personnel will communicate with the parent or guardian at home or work.

Upon return a written excuse is required. This excuse should state the date and reason for absence and must be signed by the parent or guardian. For extended absences due to illness/injury, a written doctor's excuse should be brought to school.

### **Incentives/Interventions/Consequences:**

Students will be given quarterly recognition for perfect attendance and be included in an end of year lottery.

### **When a child's absences reach 7 days:**

- ▶ **Telephone contact with follow-up attendance and/or documentation will be initiated.**
- ▶ **If attendance continues to be a concern, a parent conference will be scheduled. A plan of action which may include; counseling, after-school tutorial, or home visits will be developed.**
- ▶ **Students need to be in attendance 85% of the time school is in session over the course of a school year. A continued attendance problem may result in retention and contact with social services or legal action.**

A copy of all interventions will be retained in the student's file.

### **Tardiness**

The start of the school day is established in each building. A student is considered tardy after homeroom attendance has been taken.

Habitual tardiness is a concern and will result in the following interventions:

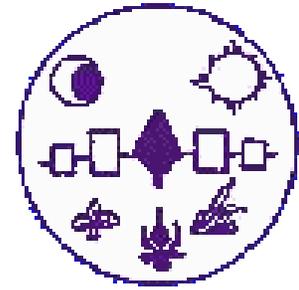
- Telephone contact with follow-up attendance letter and/or documentation will be initiated.
- If attendance continues to be a concern, a parent conference will be scheduled. A plan of action which may include; counseling, after-school tutorial, or home visits will be developed.

ONONDAGA NATION SCHOOL



Phone (315)469-6991  
 Fax (315)469-0994

RR 1 Box 270  
 Nedrow, New York 13120



Dear Parents:

Throughout the school year there are ceremonies at the Longhouse and fieldtrips. In addition students need permission to walk home after school. If students are riding a bus, please indicate which bus they will ride.

Permission for Longhouse ceremonies is for grades 4<sup>th</sup> – 8<sup>th</sup> only. Once this form is signed for ceremony attendance, students in grades 4<sup>th</sup> - 8<sup>th</sup> will be expected to attend all ceremonies the school participates in while school is in session.

Students in Kindergarten thru Third Grade need to be signed out in the nurse’s office by a parent, guardian, or parent designated adult to attend ceremonies.

Please encourage your child to remain in the Longhouse during ceremonies. Trips to the bathroom should be kept to a minimum. Please talk to your child about his/her behavior while attending the ceremonies and have your child sign below acknowledging he/she understands that attendance at the Longhouse is a privilege.

You will be notified of the date, time, and location of each field trip your child’s class takes.

Please check the appropriate boxes below, sign this form and send it back to school with your child.

	Yes	No
Fieldtrip Permission		
Walker Permission		
Longhouse Permission (4 <sup>th</sup> – 8 <sup>th</sup> only)		
Bus	(Main)	(Hemlock)

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

\_\_\_\_\_  
 Child’s name (print name)

\_\_\_\_\_  
 (Child’s signature)

\_\_\_\_\_  
 Date

LaFayette Central School District

Parental Release

Parental release for use of photos, video, audio or original work in District Publications and on District Web Pages.

During the school year, original works, photographs or taped images or recordings of/by students may be posted on District Web pages and published in District Publications.

Unless specifically prohibited by signing and returning this form, I understand that I give LaFayette Central School District consent to use my child's name, image or original work in District publications and on a District web page and will not hold the District liable or responsible for unauthorized access or use of my son/daughter's name, work, image or original work. **I understand that full names may be included in District publication and on District Web pages.**

I **do not** give permission for use of my child' image or work in District Publications and on a District web page.

Student Name (Please print) \_\_\_\_\_

Parent or Guardian Name (Please print) \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

# **LAFAYETTE CENTRAL SCHOOLS POLICY 8360 INSTRUCTION**

## **INFORMATION NETWORK ACCESS ETHICS**

### **INTRODUCTION:**

The information super highway is a reality. From your school you can travel all over the world to gather information. As more people travel this electronic highway, maps to find information and rules to keep traveling safe become vital to successfully completing the journey.

The information networks of LaFayette Central School District represent powerful educational resources which allow you to find information anywhere in the world. You can connect to businesses, major universities, national libraries, other schools and other students around the world. Student and staff email is a service provided by the district for staff and students. District email service is provided to staff and students to facilitate district business. Any other form of web/client based email or email systems or use of District email may result in loss of privileges as defined by policy 8362.

The internet is a collection of many worldwide networks that support the open exchange of information. The internet provides immediate access to information anywhere in the world. You can look at (and print out) articles, documents and pictures that you can use in your classes. You can even get current facts about news, weather, and sports.

Your school has rules for the acceptable use of the information networks. If you don't follow these guidelines, you may lose your privileges to access the Internet.

Parents who do not wish their children to have access to online resources must notify the district in writing.

### **INFORMATION NETWORK:**

This makes information and communication with District schools and offices possible. This network supports activities with an educational value for administration, teachers and students.

# **LAFAYETTE CENTRAL SCHOOLS POLICY 8362 INSTRUCTION**

## **ACCEPTABLE COMPUTER USE POLICY BY STUDENTS AND STAFF**

The LaFayette Central School District recognizes that computers are used to support learning and to enhance instruction. Computer information networks allow people to interact with many other computers and networks. It is a general policy that all computers are to be used in responsible, efficient, ethical and legal manner.

The LaFayette Central School District declares that when accessing or using school computers, networks or the internet, unethical or unacceptable behaviors are just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any activity through which an individual:

- Uses the information networks for illegal, inappropriate, or obscene purposes, or in support of such activities shall be defined as those which violate local, state and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly-owned and operated communication vehicle;
- Personal use of the LaFayette Central School computer equipment will be allowed as long as the equipment/hardware does not have to be in service for educational/instructional purpose at that time. (Exception being: personal use of Internet access not being used for school/educational purposes;
- Uses the information networks for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright license agreements and other contracts;
- Intentionally disrupts information network traffic or crashes the network and connected systems;
- Degrades or disrupts equipment or system performance;
- Uses Lafayette Central School District computing resources for commercial or financial gain or fraud;
- Steals data, equipment or intellectual property;
- Gains unauthorized access to the files of other, or vandalizes the data or files of another user;
- Gains or seeks to gain unauthorized access to resources or entities;
- Forges electronic mail messages, or uses an account owned by another user;
- Invades the privacy of individuals.

Parent/guardians who do not wish their child to use the Internet must inform the district in writing.

The acceptable computer policy which the students and parent/guardian must read states unacceptable/unethical behaviors is just cause for taking disciplinary action, revoking information network access privileges, and /or initiating legal action for any infraction of the stated rules.

Students are not allowed to play computer games while using computers in the classroom, lab or library. (Non-educational games.) Nothing should be downloaded to district owned computers without permission from the Network Administrator or District Technology Coordinator. This includes, but is not limited to, the use of disks and CD's.

If a student violates the rules, consequences of violations include, but not limited to:

- Suspension of information network access;
- Revocation of information network access;
- Suspension of network privileges;
- Revocation of network privileges;
- Suspension of computer access;
- Revocation of computer access;
- School Suspension;
- School Expulsion; or
- Legal action and prosecution by the authorities.

## **Remedies and Recourse**

Anyone accused of any of the violations has all the rights that would normally apply if such a person was accused of school vandalism or any other illegal activity.

The District has the right to restrict or terminate network access at any time for any reason.

The District further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.

**THE FOLLOWING IS THE SCHEDULE OF CONSEQUENCES FOR MISUSE OF THE INTERNET:**

1. Inappropriate Use - as defined in Board Policy # 8362 as a violation of intended use, will result in denied access for a minimum of 2 weeks for the first offense. Subsequent offense(s) will be regarded as flagrant disregard of Board policy and will result in up to 20 weeks of denied access.
2. Use for Purpose(s) of Obscenity – as defined by Board Policy #8362 as material that is sexually explicit, indecent or vulgar, and violation of generally accepted social standard, will result in immediate revocation of internet access from the date of the offense to the end of the school year with possible extension into the next school year.
3. Illegal Use – as defined in Board Policy #8362 as the use of another person’s account, violation of copyrights, license agreements, contracts forging electronic mail, use of computer resources for commercial purposes or fraud, invasion of privacy, and personal threats, will result in the revocation of internet access for one year with possible extension, and additionally, in school suspension, out of school suspension, initiating legal action, and/or a Superintendent’s Hearing.
4. Damage to Equipment or System – as defined in Board policy #8362 as the degrading /disrupting of equipment or system performance, stealing data, equipment or intellectual property etc., will result in revocation of internet access for one year with a possible extension, and additionally, in school suspension, out of school suspension, initiating legal action, and/or a Superintendent’s Hearing.
5. The LaFayette Central School District is using X-Stop as its Internet Filtering System to meet Federal E-Rate Guide Lines and CIPA (Child Internet Protection Act). Any intentional efforts to circumvent the use of this filtration software will result in the revocation of all network access to any student/staff of the LaFayette Central School District.

I have read and understand LaFayette Central School’s policy 8360, Information Network Ethics and policy 8360 Acceptable Computer Use by faculty and students.

Signed: \_\_\_\_\_ Student

Signed: \_\_\_\_\_ Parent/Guardian

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

**The Onondaga Nation School has adopted the following LaFayette Jr. High School Policies:**

The education of our students is a responsibility shared among the students, their parents, the school and the community. Participation in extra-curricular activities/athletics is a privilege which the students maintain through appropriate behavior, preparation and satisfactory progress in each course they take. Therefore, acceptable classroom performance is essential to the teaching/learning process. The procedure below will be followed:

**EXTRA-CURRICULAR ELIGIBILITY REQUIREMENTS:**

1. Teachers will configure the five-point average range (as indicated on our 5-week progress reports) for each student who has an average of 69 or lower at the five-week and ten-week marking periods. (below 50; 55-59; 60-64; 65-69)
2. Any student failing 3 or more subjects at this time will be considered ineligible. Ineligibility will be defined as able to participate in a sport/play practice or to take part in the extracurricular meeting but not able to play in a scheduled game, participate in a scheduled performance, or go on an extracurricular and non-educational field trip scheduled during the school day hours. Seventh and Eighth grade students will be allowed to practice and play for a 2-week probation period. If at the end of the 2 weeks they are still failing 2 courses, they cannot play, but still participate or practice.
3. It will take one week from the time grades are turned in to guidance until the time when report cards are mailed to students and parents. This allows time for students and parents to be notified that the student is ineligible. At the beginning of the 7<sup>th</sup> and 12<sup>th</sup> weeks; 17<sup>th</sup> and 24<sup>th</sup> week; 30<sup>th</sup> and 33<sup>rd</sup> weeks; 39<sup>th</sup> and 44<sup>th</sup> weeks; a list of students will be compiled who are ineligible.
4. Students have that two-week, ten school days, time period to be passing both courses. At the end of the two-week time period, the student must then have his/her teachers' sign-off that he/she is passing the two or more courses failed at the five-week interval. If this is not the case, and the student is not passing these courses, the student will remain ineligible until the next five-week interval when grades are averaged by the teachers.
5. Incomplete grades count as failures unless otherwise stipulated by the teacher. A medical incomplete does not count as a failure.

**EXTRA-CURRICULAR ACADEMIC REQUIREMENT POLICY**

Any student who is failing 3 different classes at the close of any marking period is ineligible to try-out or sign-up for any new extra-curricular activity. Extra-curricular activity is defined as any school sponsored club or any athletic sport. This means that every seasonal sport – football, basketball, wrestling, baseball, lacrosse, hockey, cross-country, tennis etc. is considered a new activity. For example, a student who at the end of the 20-week marking period is failing 3 subjects may not try-out for baseball, the school drama, etc. The purpose of this policy is to ensure the students receive the clear message that academics come first. A student who is failing 3 or more subjects cannot afford to spend

additional time in extra-curricular activities if she/he is to get her/his academic averages up to passing or above passing.

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### **Student Report Cards**

Students in grades K-8 receive report cards every ten weeks. Such reports are designed to provide you, as a parent, with a quarterly, objective assessment of your child's academic and social growth. A more detailed evaluation can be obtained by talking with your child's teacher on a regular basis. We encourage you to do so by calling and/or arranging for a conference. Progress reports are issued at weeks 5, 15, 25 and 35 of the school year.

**NOTE:** For the last quarter, the final averages will be used to determine the number of course failures. The student has the opportunity to attend summer school and pass to be eligible for fall sports. For every other quarter, the 10, 20, 30 week average for each course will be used to determine try-out eligibility

### **Grading System for Jr. High Students:**

	Letter Equivalent
90 – 100	A – Excellent Progress
80 - 89	B – Good Progress
70 – 79	C – Satisfactory Progress
65 – 69	D – Minimum Progress
Below 65	F - Unsatisfactory

Procedures for determining final grade for a course:

The grade for each marking period (4) is averaged with the final exam:

Full-year courses - 4 marking periods + final exam 5 = final grade

Half-year courses – 2 marking periods + final exam 3 = final grade

Mid Term exams = 20% of 2<sup>nd</sup> marking period grade.

### **Academic Failure**

Junior-High School Students (grades 7 & 8) who fail two or more core academic subjects (Mathematics, English, Social Studies, and Science) will be required to attend summer school to satisfactorily complete course requirements. Students failing more than two (2) courses will be retained.

* MIDDLE SCHOOL ADDITIONAL CONSIDERATION *
--

Seventh and eighth grade students are afforded a special opportunity as they make their transition into the Jr./ Sr. High School:

- 7<sup>th</sup> and 8<sup>th</sup> grade students will be afforded full eligibility status as the school year begins.
- The entire fall season is considered a transition period and eligibility will be sustained until the end of the fall season.
- The 9-12 eligibility policy as previously stated becomes effective for all 7<sup>th</sup> and 8<sup>th</sup> grade students at the beginning of the winter sports season.
- The “Grace Period” option does not apply to Junior High Students as additional considerations have already been afforded.

## **Kindergarten Grading Policy**

### **English Language Arts (ELA):**

- Early Literacy Profile Assessments (assessed quarterly)  
50%  
(letter identification, sight words, Concepts About Print (CAP) assessment, writing samples, and listening and speaking observations, reading readiness theme tests)
- Classroom performance (take notes for observations to be kept in  
50%  
student folder; get classroom performance percentage for each unit)

### **Mathematics:**

- Math Composite Assessments (administered quarterly)  
50%  
(math concepts, number sense , counting, writing numbers)
- Classroom performance (take notes for observations to be kept in  
50%  
student folder; get classroom performance percentage)

- Grades for social skill and work habits will also be given based on classroom observations.
- If homework is given and asked to be returned, it will be checked for completion and understanding.
- Overall student progress will be determined by using formal math and language arts assessments, in addition to classroom performance observations.

## 1st Grade Grading Policy

### English Language Arts (ELA):

Reading Level:	50% based on formal running record assessments		
strategies	50% Skills: Strategies	} } }	use current reading
	Fluency		checklist
	Meaning		
	Story elements		

Sight Words:        Knows a percentage of words; assessed quarterly

First Quarter: > 50 words = 4  
                          50 words = 3  
                          < 50 words = 2

Second Quarter: > 70 words = 4

70 words = 3  
< 70 words = 2

Third Quarter: > 90 words = 4  
90 words = 3  
< 90 words = 2

Fourth Quarter: > 112 words = 4  
112 words = 3  
< 112 words = 2 or 1

Writing Level: Skills: 100% quarterly assessment of writing piece using editor's checklist to observe for report card items

Spelling: based on weekly spelling tests using the following rubric:

4+	98 – 100
4	93 – 97
4-	90 – 92
3+	88 – 89
3	83 – 87
3-	80 – 82
2+	78 - 79
2	73 – 77
2-	70 – 72
1+	68 – 69
1	63 – 67
1-	60 - 62

Word Wall Words: spelling test sentences; writing time; assessed quarterly

### **Mathematics:**

Math Level: math

- Quarters 3 & 4: math facts assessment given
- Use observation checklist & math stations developed by curriculum team

- Homework gets checked for completion and effort, but does not go towards overall grades; supports learning in the classroom.

## **2nd Grade Grading Policy**

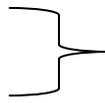
### **English Language Arts (ELA):**

Reading Level: 100% based on formal running record assessments

Writing Level: No level will be reported on report cards

analysis of  
second

Skills: Mechanics  
Spelling  
Fluency



100% of the grade will be based on  
topic writing using district rubric for  
grade.

using the

Spelling:

100% based on weekly spelling test

Following rubric:

4+	98 – 100
4	93 - 97
4-	90 – 92
3+	88 – 89
3	83 – 87
3-	82 – 80
2+	78 – 79
2	73 – 77
2-	70 – 72
1+	68 – 69
1	63 – 67
1-	60 - 62

spelling

Word Wall Grade:

90% of grade is based on World Wall

in written work done in class.

10% based on quarterly Word Wall

spelling

tests.

Sight Words: Knows a percentage of words; assessed quarterly

First Quarter: > 132 words = 4  
132 words = 3  
< 132 words = 2

Second Quarter: > 152 words = 4  
152 words = 3  
< 152 words = 2

Third Quarter: > 172 words = 4  
172 words = 3  
< 172 words = 2

Fourth Quarter: > 192 words = 4  
192 words = 3  
< 192 words = 2 or 1

**Mathematics:**

Math Level: 50% content strand assessment  
50% class performance

Math Fact Assessments: 100% based on the average of all tests using the rubric above.

- Homework gets checked for completion and effort, but does not go towards overall grades; supports learning in the classroom.

## 3<sup>rd</sup> Grade Grading Policy

### English Language Arts (ELA):

- Minimum numbers of two end-of-story tests each quarter, plus other evaluation tools
- Averages, observations, district writing rubric and/or Trophies assessment pieces used as appropriate
- Projects will be graded using points/rubric.

### Mathematics:

- Use averages for Math as part of the grading criteria
- Number facts: use district quarterly fact tests

➤ Homework gets checked for completion and effort, but does not go towards overall grades; supports learning in the classroom.

- Minimum number of five (5) grades per subject area (ELA, Math, Science, Soc. Studies)
  - May include: quizzes, in-class work, tests, projects
  - Social Studies and Science are graded/documentated on the report card two times year
- Class or individuals may retake tests at teacher's discretion; average grades or best grade depending on situation
- Use conversation chart below (for all subjects), when appropriate, for percentages.

### Percentage Conversion:

4+	98 – 100
4	93 – 97
4-	90 – 97
3+	88 – 89
3	83 – 87
3-	80 – 82
2+	78 – 79
2	73 – 77
2-	70 – 72
1+	68 – 69

1 63 – 67

1- 60 – 62

## **4<sup>th</sup> Grade Grading Policy**

### **English Language Arts (ELA):**

- Averages, observations, and/or district writing rubric used as appropriate across all content areas.
- Writes legibly and weekly spelling tests not factored into final writing grade.

### **Mathematics:**

- Use averages/total points for Math as part of the grading criteria
  - Use district fact tests quarterly
- Minimum number of five (5) grades per subject area (ELA, Math, Science, Soc. Studies)
- May include: quizzes, in-class work, tests, projects, homework
  - Social Studies and Science are graded/documentated on the report card two times per year
- Class or individuals may retake failed tests at teacher's discretion.
- Participation is 10% of each subject area grade
- Each teacher will discuss homework procedures at Curriculum Night/Open House.

### **Percentage Conversion:**

4+	98 – 100
4	93 – 97
4-	90 – 97
3+	88 – 89
3	83 – 87
3-	80 – 82

2+	78 – 79
2	73 – 77
2-	70 – 72
1+	68 – 69
1	63 – 67
1-	60 – 62

### 5<sup>th</sup> + 6<sup>th</sup> Grade Grading Policy

#### Science, Social Studies, and Mathematics: (±5%)

Tests		35%
Classwork	}	35%
Projects		
Quizzes		
Homework		20%
Participation		10%

#### English Language Arts (ELA): (±5%)

Reading	40%
Writing	40%
Spelling	10%
Participation	10%

- Minimum of ten (10) grades per subject content area
- Retake failed tests once at teacher’s discretion.
- Late work will be accepted and/or penalized at teacher’s discretion.
- Minimum report card grade of 50% for marking periods 1 & 2.
- Each teacher will discuss homework procedures at Curriculum Night/Open House

**LAFAYETTE CENTRAL SCHOOL DISTRICT  
ELEMENTARY RETENTION POLICY  
(Grades K-6)**

**PHILOSOPHY**

The belief of the LaFayette Central School District is that all children can learn. It is the responsibility of the parents, the school, and community members to ensure the continued academic/social growth of our children.

It is essential that every child experience success in school activities. Grade placement should enhance this experience. The concept of grade placement is based on the premise that each placement will provide appropriate experiences for students at their particular stages of academic, physical, and emotional growth.

District curricula, based on New York State and District Standards establish goals for achievement by students at each grade level. Academic growth occurs at varying rates. Retention is a method of meeting the needs of a child who requires additional time to master grade level skills. Retention will only be considered if it is expected to be beneficial to the student's academic and social/emotional growth. Students will not be retained more than once in the elementary grades.

# POLICY

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STUDENTS

**Subject: Placement, Promotion, and Retention**

## **PLACEMENT**

Placement within the system, with respect to building, teacher, and grade or special class, shall be at the discretion of the school administration and the administrator will be guided by performance in class, past records, parent/legal guardian and teacher recommendations, standardized test scores, and any other appropriate sources of information, but the final decision shall rest with the school administration.

## **PROMOTION AND RETENTION**

The procedures to be followed by the staff regarding promotion and retention will be developed by the Superintendent and will be continually evaluated in the light of School District Policy. Building principals may establish written standards for promotion or retention within the school units to which

they are assigned, subject to the guidelines of the Superintendent and the approval of the Board of Education.

## **CRITERIA**

When considering retention, the following factors will be reviewed:

- Chronological age: What is the actual age of the child, in years? Will the child be considerably older than other children in the grade if he or she is retained?
- Performance level: Is the child's academic performance in language arts and/or math a half year or more below grade level?
- Attendance: Does poor attendance adversely impact the child's progress with grade level concepts?
- Emotional development: Is the child at a developmentally appropriate level in terms of managing his or her emotions appropriately during times of stress, frustration, excitement, etc..
- Remediation: has the child received remedial support in the area of difficulty? If so, will this support continue to be appropriate if the child is retained?
- Sibling issues: Will retaining the child result in placing him or her in a grade with a younger sibling? If so, will retention be unlikely to result in increased achievement as the result of sibling rivalry or other issues?
- Student attitude toward retention: Will the child be unlikely to adjust to retention, making it difficult if not impossible for the child to improve?
- Parent attitude toward retention: Do parents have a negative attitude toward retention that is likely to undermine any benefits of retaining the child?
- Social maturity: Is the child at a developmentally appropriate level in terms of social interactions with other children of the same age/grade? Will he or she integrate well socially with a new group of chronologically younger children?
- Home environment: Are there issues in the child's home environment that may be the root cause of the child's low achievement?
- Physical size: If the child is retained, will he or she be considerably larger than the other children in his or her grade?
- Transience: Is the child's academic achievement impaired by frequent family relocations? Children who move often may have low achievement despite good academic ability and/or effort.
- Knowledge of the English language: Does the child speak and understand English in both spoken and written forms at an appropriate level? If not, support services may be more appropriate than retention.
- Individual Education Plan (IEP): Does the child have an individual education plan: If so, has the child successfully achieved the goals outlined on the plan? If not, would an IEP be more appropriate than retention in increasing academic achievement?

### **Retention Procedures**

Step #1 – Due to performance concerns, the teacher reviews academic data including Report card, test results, attendance records and work samples.

Step #2 – Written parent notice is given by the CARE Team Coordinator regarding performance concerns and initiation of a Children All Reaching Expectations (CARE) Team Referral. (Strongly suggested no later than 20 week mark)

Step #3 – CARE Team convenes and makes recommendations for AIS, screenings and interventions. The CARE Team Coordinator forwards written recommendations to the appropriate personnel.

Step #4 – Within ten (10) school days of the CARE team meeting, the parent and teacher meet to discuss the student’s strengths and weaknesses and review the CARE Team meeting recommendations.

Step #5 – Within 8 to 10 weeks of implementing the CARE Team recommendations a follow-up CARE Team meeting will take place to review the interventions put into place. If additional concerns exist, the Light’s Retention Scale will be completed during the follow-up meeting. A retention recommendation may be made by the team if appropriate or student progress will continue to be monitored for a future decision regarding retention.

Step#6 – If retention is:

Recommended	Not Recommended
Step #6a: The administration will be notified. A follow-up parent, teacher and administrator conference will take place. The parent will be given written notification of the retention decision.	Step #6b: The parent and teacher will meet to review the CARE Team recommendations, interventions, and modifications.

### **Visitors To The School**

We welcome parents and community members to visit our building. Our expectation is that all visitors are mindful of our school as a place of learning and that the policies and procedure for each building is respected.

Administrators are responsible for all visitors and the following procedure applies.

**PROCEDURE:**

1. Upon arrival, visitors will sign in at the front desk in the visitors log at the main entrance (near the cultural center). Instructions will be indicated by one of the monitors as to where the visitor must go depending on the nature of their visit. For example: If you are bringing in a student whom is tardy, they must sign in at the nurse's office. If you are picking a student up for a doctor's or dental appointment or for any other reason they may be signed out at the front desk. The secretary will then reach the student and they will meet you at the front desk.
2. All other visitors will go to the main office to sign in with the School Secretary, where she will direct the visitor to the appropriate destination.
3. All visitors must sign out at the main office, and at the main entrance.
4. Unauthorized visitors will be reported to administration and will be asked to leave. Law enforcement may be notified, if necessary.

**Public conduct On School Property**

In our vigilant efforts to promote a safe, respectful environment, it is necessary to place restrictions on public conduct while on LaFayette School District property and at school functions. The following code is intended to maintain public order and protect the rights of others:

**NO PERSON OR PERSONS MAY:**

1. Injure, threaten or harass others
2. Damage or remove district property
3. Disrupt classes, games, programs, activities, events
4. Distribute/display/wear materials that are obscene, libelous, advocate illegal activity, and/or are disruptive to the educational programs
5. Intimidate, harass or discriminate on the basis of race, color, nationality, religion, age, sex, sexual orientation, or disability
6. Enter any portion of school premises without authorization.
7. Obstruct or impede the movement of any person in any place that this code applies.
8. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function. We are a "Drug Free School Zone" and harsh legal penalties apply.
9. Possess/use firearms or other weapons including but not limited to air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the LaFayette School District.
10. Loitering on school property
11. Gambling on school property or at school functions.
12. Inciting others to commit acts prohibited by this code
13. Refusal to comply with any lawful order of district officials in performance of their duties.
14. Violation of any federal or state statute, local ordinance or board policy while on school property or at a school function.

### **Penalties For Violation Of This Code**

Penalties will range from request to comply with the code to summoning of law enforcement and potential criminal prosecution. Students and faculty members are subject to immediate ejection and possible further disciplinary action.

### **Enforcement**

The Superintendent shall be responsible for enforcing the conduct required by this code. The Superintendent may designate the other LaFayette School District staff that are authorized to take action consistent with the code.

When the Superintendent or his/her designee(s) sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited, and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from LaFayette School District property or the LaFayette School District function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The LaFayette School District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

### **Visits By Parents**

Parents are always welcome at the Onondaga Nation School. If you would like to visit a classroom, we ask that you contact the teacher at least 24 hours in advance and please stop at the office and sign in upon arrival. We encourage parents to attend Open House and all extra-curricular events in which their son/daughter participates. We also encourage parents to become active in our parent group-Parents Teachers and Students (PTS). Please check the school district event's calendar for meeting dates and times.

### **Emergency School Closing**

In the event of inclement weather prior to the opening of school on any given day please listen to the local radio stations for a possible school closing. This decision is made by the Superintendent of Schools and is based on road reports from the highway department as well as weather forecasts for the remainder of the day. A decision is made as soon as information is available.

We will follow emergency closing procedures as outlined on registration forms. It is very important that parents be sure their children clearly understand where they are supposed to go in the event we close early. Please go over the instructions you give us with your child or children.

## Homework and Classwork Guidelines

### **Definitions**

1. Homework – work that is assigned by the classroom teacher which is designed to be completed outside of class, i.e. written assignments, preparation for tests and quizzes, long-term projects, reading assignments.
2. Classwork – work that may be done in school during a class at the end of a period of direct instruction. Most often classwork is designed to be completed in school, but there may be a time when it will be necessary for the student to complete it outside of the regular school day.
3. Successful completion of classwork and homework is essential to the academic growth of the student, and as such, they are both integral aspects of the learning process. Report card grades often reflect successful completion of daily classwork and homework.

### **Objectives of Homework**

1. To make it possible for students to accomplish work requiring additional time to complete.
2. To provide for the reinforcement of skills and concepts.
3. To prepare for exams and quizzes.
4. Work outside of school provides a means of teaching responsibility and encourages children to budget time wisely; both of which are essential for success later on in school and in the world of work.
5. Homework helps to develop and maintain independent learning techniques.

### **Field Trips/Ceremonies/Walkers**

School sponsored field trips are part of the educational program. A signed general permission slip for field trips, longhouse ceremonies and walkers will be kept on file in the Office for the current school year. Students' grades 4-8 with longhouse permission will have release time for ceremonies. They will be provided with transportation. Students in grades K-3 need to be signed out by their parent(s) in order to go to ceremonies.

## **Students with Disabilities**

Overview of the Disciplinary Process for Students with Disabilities in New York State:

If a student violates the school code of conduct and is being considered for a suspension or removal, school personnel must ensure the following due process protections are provided to the student and to the student's parent(s). For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice (section 3214 notice), and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension which describes the basis for the suspension and explains that the parent or guardian has a right to request an informal conference with the principal prior to the proposed suspension to discuss the incident and question any complaining witness(es) against the student. For suspensions in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by either the superintendent or hearing officer designated by the superintendent at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

In addition to the above, which apply to all students in New York State, there are additional procedures and protections that apply to student with disabilities including:

- the provision of a free appropriate public education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year.
- the responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- the determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement (1).
- an expedited process (expedited due process hearings) to resolve disagreements between parents and schools regarding certain disciplinary

actions.

- protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability (“student presumed to have a disability for discipline purpose”); and
- expedited evaluations of students suspected of having a disability during the time the student is suspended.

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

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

**<sup>1</sup>Disciplinary Change in Placement**

A suspension or removal from a student’s current educational placement that is either:

Check for more than ten consecutive school days; or

for a period of ten consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspension or removals to one another.

**Criteria for #504 Rehabilitation Act Of 1973**

The following criteria must be met in order for a student to qualify for #504 Accommodation Plan.

Under the Rehabilitation Act, a handicapped person includes anyone whom:

Has a physical or mental impairment, which substantially limits one or more major life activities (caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, and learning). For information please contact the Committee on Special Education Chairperson.

**Standardized Testing Program**

Standardized tests administered at the Onondaga Nation School are used to measure student achievement. Readiness and ability achievement tests are used to determine student progress, to assist in making a placement decision, and determine the need for special programs. Please see the following chart for the Standardized Testing Schedule.

### Standardized Testing Schedule

Name of Test	Grade (s)	Time Frame
State Tests	3 – 8 ELA	May
	3 – 8 Math	May
	4 <sup>th</sup> Science	May/June
	8 <sup>th</sup> Science	May/June

### Community of Caring

The Onondaga Nation School as part of the LaFayette School District continues its character education program under Community of Caring within our school day. Community of Caring is a district wide effort to give students the skills to interact in a positive manner. Our school principles:

We will be of good mind, good heart and keep peace around us.  
We are respectful of ourselves, each other, our school community.  
We appreciate each others' uniqueness and gifts.  
We are patient.  
We are polite.  
We help and cooperate with each other.  
We are considerate and understanding.  
NOW OUR MINDS ARE ONE.

Onondaga Nation School continually teaches students six character traits: Respect, Acceptance, Caring, Responsibility, Trustworthiness, and Family. We will weave these character traits into our daily lives so that they become a part of all of us at ONS. These character traits will be incorporated in the shape of a wampum belt as a logo. This is appropriate since wampum belts serve as documents that remind us of commitments we have made in the past.

Our motto will be “Stop, Think, Choose the Good.” This helps us use Ganigonhi:oh (The Good Mind) in our daily lives. We are confident that with help from home and with daily efforts at school our children will grow to be kind, loving, and responsible adults instilled with strong values.

### **Onondaga Nation School**

The Bully Proofing Program  
Strategy Statement:

We recognize bullying is a type of violence when someone is mean and hurts someone else on purpose. Therefore to make the Onondaga Nation School a safe environment we will not accept bullying and disrespectful behavior. To make our school violence free and safe from bullying we pledge to:

- Diminish bullying in our school.
- Intervene in bullying behaviors.
- Encourage students to report bullying behaviors.
- Treat one another with respect.

## **Code of Conduct**

**(Revised By ONS SIT Committee Spring 2010)**

### **Disciplinary Guidelines**

Disciplinary action, when necessary, will be fair and consistent so as to be most effective in changing student behavior in a positive manner. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider:

1. The student’s age.
2. The nature of the offense and the circumstances that led to the offense.
3. The student’s prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from teachers, parent and/or others as appropriate.
6. Other extenuating circumstances.

### **Cell Phone Violations**

The use of a cell phone between the hours of 7:45AM and 3:30PM is prohibited. Cell phones are to be kept out of sight during those hours except when a phone call to emergency services (911) is necessary. All other phone use including, but not limited to, call to family and friends, text messaging, picture taking, videoing and game playing is not allowed without administrator approval. Cell phone use during the after school program will be allowed if permission of the supervisor is granted.

- First Offense:** Confiscation of the device with student picking up the cell phone from the principal's office at the end of the school day.
- Second Offense:** Parent/Guardian contact, confiscation of device with parent picking up the cell phone from principal's office at the end of the school day.
- Third Offense:** Parent/Guardian contact, confiscation of device with cell phone being held by administrator for duration of time.

### **Electronic Devices**

Compact disc players, tape players, IPODS, MP3 players or any other electronic devices, but not limited to, Gameboys, PSP players and etc. may be used only at the discretion of the supervising staff member.

- Violations will be the same as Cell Phone Infractions. (See Above)

### **Conduct on School Buses and at the After School Program**

In general, school buses and the After School Program are extensions of the classroom, and standards of student conduct similar to those that apply in the classroom and school shall apply on all school buses and at the After School Program.

### **Bullying**

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

***Direct Bullying*** – the bully confronts the victim face to face. Examples include:

- verbal harassments
- threats
- physical attacks
- social embarrassment.

**Indirect Bullying** – the bully attacks the victim’s social standing or reputation, usually when the victim is not around. Examples include:

- spreading malicious gossip
- writing insulting graffiti
- organizing a peer group to ostracize classmates
- pointing at the victim.

**Cyber Bullying** – The Onondaga Nation School and The LaFayette Central School District will not assume responsibility for cyber bullying which occurs off-campus, but will assist in a resolution to maintain an environment necessary to fulfill our academic mission. (Also see Technology and Right to Privacy). Cyber bullying includes:

- Harassment – repeated rude and insulting messages
- Flaming – a message that contains angry and vulgar language
- Cyber Stalking – persistent threats of harm that make a person fear for his/her safety
- Denigration – cruel gossip that damages someone’s reputation or friendships
- Impersonation – breaking into someone’s account, posing as that person, and sending messages to make him/her look bad or to get him/her into trouble
- Trickery – fooling someone into sharing secrets that are then sent to others
- Exclusion – barring someone from a group, such as a buddy list or game

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

**SEXUAL HARRASSMENT POLICY:**

The LaFayette Central School District Sexual Harassment Policy prohibits employees, students and other individuals from making unwelcome sexual advances, requests for sexual favors, threats, and other verbal or physical conduct of a sexual nature to other employees or students when (1) submission to such conduct is made either explicitly or implicitly, a term or condition of an individual’s employment or education, or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or (3) such has the purpose or effect of unreasonably interfering with an individual’s work or school performance, or creating an intimidating, hostile or offensive working or learning environment. Examples of comments: off-color language; jokes of a sexual nature ; sexual slurs and other verbal, graphic or physical conduct relating to an individual’s sex; and display of sexually-explicit pictures, greeting cards, articles, books, magazines, photographs, or cartoons. The Superintendent is the designee equal opportunity coordinator and any violation should be brought to his/her attention.

**When a student is suspended in/out of school he/she is not entitled to attend any extra curricular activities on the day(s) that the student is suspended. The District may reduce the suspension period on a case-by-case basis consistent with law.**

**Level 1 Violations**

<u>Offense</u>	<u>Consequence</u>
Verbal Harassment	<ul style="list-style-type: none"> <li>• First Offense: Determined by</li> </ul>

Skipping Classes Class Disruption Foul/Obscene Language or Gestures Insubordination/Argumentative with teacher and/or staff member Frequent Tardiness Inappropriate use of the computer	Teacher/Staff Member <ul style="list-style-type: none"> <li>• Second Offense: Determined by Teacher/Staff Member</li> <li>• Third Offense: Referral to Administrator</li> <li>• A student may be removed from a particular class for three days by their teacher due to their behavior.</li> <li>• After three (3) referrals to the administrator the violation will be moved to Level 2</li> <li>• There will be a minimum one (1) day suspension for students who are removed from the classroom by the teacher more than four (4) times in a semester</li> </ul>
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### **Level 2 Violations**

<b><u>Offense</u></b>	<b><u>Consequence</u></b>
Leaving School grounds/supervision without permission Smoking and/or use of tobacco products on school grounds/property Defacement of school property False reporting of emergencies * Stealing Sexual Harassment Cheating Inappropriate public displays of affection Gambling Bullying	<ul style="list-style-type: none"> <li>• Automatic in-school suspension</li> <li>• Replacement /reimbursement or other action</li> <li>• Immediate parental/guardian contact made by the administrator</li> <li>• After two (2) violations at this level. A meeting as described in Level 3 will be implemented</li> <li>• In the event parent/guardian cooperation in not forthcoming, the student will be put on an automatic out of school suspension subject to the same reentry conditions as stated in Level 3</li> <li>• Notification of Authorities may be required</li> <li>• * See NYS Laws 240.50; 240.55 and 240.60</li> </ul>

### **Level 3 Violations**

<b><u>Offense</u></b>	<b><u>Consequence</u></b>
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Bomb Threat *	<ul style="list-style-type: none"> <li>• Immediate call to authorities with a 5 day suspension and superintendent hearing</li> <li>• * See State Law 240.61 and 240.62</li> </ul>
<p>Possession or use of drugs/alcohol or under the influence of above in /on school grounds</p> <p>Possession of/or use of a weapon (a weapon could be defined as any tool or implement which could cause harm or injury)</p> <p>Assault/Fighting</p> <p>Any act that endangers the safety, health or well –being of a student / staff</p> <p>Vandalism (willful or malicious destruction of property)</p> <p>Personal threats against staff, students or anyone **</p> <p>Arson</p> <p>Computer Tampering/Hacking</p>	<ul style="list-style-type: none"> <li>• Immediate parent/guardian contact made by administrator or designees and automatic out of school suspension.</li> <li>• For a student to reenter school, a meeting among a parent/guardian, the student, an Onondaga Nation Chief, Faithkeeper, or Clan Mother, staff member(s) and an Onondaga nation School Administrator must occur.</li> <li>• The Onondaga Nation Administrator will set the meeting.</li> <li>• The parent/guardian will arrange for an Onondaga Nation Chief, Faithkeeper, or Clan Mother to be present.</li> <li>• An outcome of the meeting will be an action plan to be carried out by designated person(s).</li> <li>• Restitution will be sought for incidences of vandalism and arson.</li> <li>• A superintendent’s hearing is a possible outcome and <b>notification of authorities is a possible outcome.</b></li> <li>• ** See State Law on Violent Incident Reporting Law</li> </ul>

### Dress Code

Appropriate attire demonstrates self respect as well as respect for the school community. Inappropriate and unacceptable attire includes the following:

- 1) Clothing depicting and/or promoting any illegal activity, including but not limited to violence, drugs, tobacco or alcohol.
- 2) Clothing which is indecent, obscene and/or sexually explicit, for example, tube tops, halter tops, short shorts (less than a 5” inseam), mini-skirts, exposed undergarments.
- 3) Clothing which is derogatory toward gender, race, and/or religion.
- 4) Clothing which is distracting as to interfere with the teaching or learning process.
- 5) No hats, scarves, or hoods are permitted.
- 6) Outerwear (unless warranted by building climate conditions)
- 7) Sunglasses do not need to be worn in the building (on the head, face, around the neck) unless medically necessary.

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

## **REMOVAL OF DISRUPTIVE STUDENTS FROM THE CLASSROOM**

A disruptive student is defined as a student who, despite previous intervention strategies, has failed to comply with classroom expectations and interferes with classroom instruction and/or learning. Grounds for removal include but are not limited to the following:

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

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

### **If the student poses an immediate danger, the teacher will**

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

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

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

### **Principal's responsibilities triggered by teacher removal are**

1. Notification of the parents within 24 hours of the reasons for the removal
2. On request, student/parent must be given an opportunity to discuss reasons with principal. Teacher will be asked to attend for clarification.
3. If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This should take place within 24 hours of removal.
4. Principal must decide, by the close of business on the day following the opportunity to be heard by the principal, whether or not the discipline will be set aside. Principal may only set aside discipline if:
  - The charges against the student are not supported by substantial evidence
  - The student's removal is in violation of the law
  - The conduct warrants suspension and the suspension will be imposed.

## **DUE PROCESS**

A student and /or parent who have concerns regarding the application of any policy may make an appeal in the following order: the Building Principal, the Superintendent of Schools, the Board of Education, the NYS Commissioner of Education.

### **The Role of Teachers, Administrators, Other School Personnel, the Board and Parents**

#### **\* Role of Teachers and Staff**

- Explain rules of behavior to students
- Enforce school rules and maintain order
- Fairness and consistency in enforcing school rules
- Refer students to counselors when appropriate
- Model appropriate standards of conduct, dress, language and respectful treatment of others

#### **\* Administrators**

- Take leadership role in establishing rules of conduct
- Make rules known to students, staff and parents
- Enforce school rules and maintain order
- Fairness and consistency in enforcing school rules
- Communicate and work with parents to help modify student behavior
- Reinforce desired behavior
- Refer students to counselors when appropriate
- Model appropriate standards of conduct, dress, language and respectful treatment of others

#### **\* Board of Education**

- Establish broad policy objectives for:
  - Good conduct
  - Promoting a safe and productive learning environment
- Authorize administration to enforce policies within legal boundaries
- Model appropriate standards of conduct, dress, language, and respectful treatment of others

#### **\* Parents**

- Ensure regular and punctual student attendance
- Know the rules of conduct and the consequences and encourage student compliance
- Instill respect of law, authority, rights of others
- Model appropriate standards of conduct, dress, language and respectful treatment of others.

### **FALSE REPORTING OF EMERGENCIES**

#### **Penal Law/Code 240.50 Falsely reporting an incident in the third degree:**

A person is guilty of falsely reporting an incident in the third degree when, knowing the information reported, conveyed or circulated to be false or baseless, he:

1. Initiates or circulates a false report or warning of an alleged occurrence or impending occurrence of a crime, catastrophe or emergency under circumstances in which it is not unlikely that public alarm or inconvenience will result; or
2. Reports, by word or action, to an official or quasi-official agency or organization having the function of dealing with emergencies involving danger to life or property, an alleged occurrence or impending occurrence of a catastrophe or emergency which did not in fact occur or does not in fact exist; or
3. Gratuitously reports to a law enforcement officer or agency (a) the alleged occurrence of an offense or incident which did not in fact occur; or (b) an allegedly impending occurrence of an offense or incident which in fact is not about to occur; or (c) false information relating to an actual offense or incident or to the alleged implication of some person therein.

**Falsely reporting an incident in the third degree is a class B misdemeanor.**

#### **Penal Law/Code 240.55 Falsely reporting an incident in the second degree.**

A person is guilty of falsely reporting an incident in the second degree when knowing the information reported, conveyed or circulated to be false or baseless, he or she:

1. Initiates or circulates a false report or warning of an alleged occurrence or impending occurrence of a fire, explosion, or the release of a hazardous substance under circumstances in which it is not unlikely that public alarm or inconvenience will result;
2. Reports, by word or action, to any official or quasi-official agency or organization having the function of dealing with emergencies involving danger to life or property, an alleged occurrence or impending occurrence of a fire, explosion, or the release of a hazardous substance which did not in fact occur or does not in fact exist; or
3. Reports, by word or action, to the statewide central register of child abuse and maltreatment, as defined in title six of article six of the social services law, an alleged occurrence or condition of child abuse or maltreatment which did not in fact occur or exist.

**Falsely reporting an incident in the second degree is a class A misdemeanor.**

**Penal Law/Code 240.60. Falsely reporting an incident in the first degree**

A person is guilty of falsely reporting an incident in the first degree when he:

1. Commits the crime of falsely reporting an incident in the second degree as defined in section 240.55 of this article, and has previously been convicted of that crime; or
2. Commits the crime of falsely reporting an incident in the third degree as defined in subdivisions one and two of section 240.55 of this article and another person who is an employee or member of any official or quasi-official agency having the function of dealing with emergencies involving danger to life or property; or who is a volunteer firefighter with a fire department, fire company, or any unit thereof as defined in the volunteer firefighters' benefit law; or who is a volunteer ambulance worker with a volunteer ambulance corporation or any unit thereof as defined in the volunteer ambulance workers' benefit law suffers serious physical injury or is killed in the performance of his or her official duties in traveling to or working at or returning to a fire house, police station, quarters or other base facility from the location identified in such report; or
3. Commits the crime of falsely reporting an incident in the third degree as defined in subdivisions one and two of section 240.5 of this article or falsely reporting an incident in the second degree as defined in subdivisions one and two of section 240.55 of this article and another person suffers serious physical injury or is killed as a result of any vehicular or other accident involving any emergency vehicle which is responding to, operating at, or returning from the location identified in such report
4. An emergency vehicle as referred to in subdivision three of this section shall include any vehicle operated by any employee or member of any official or quasi-official agency having the function of dealing with emergencies involving danger to life or property and shall include, but not necessarily be limited, to, an emergency vehicle which is operated by a volunteer firefighter with a fire department, fire company, or any unit thereof as defined in the volunteer firefighters' benefit law; or by a volunteer ambulance worker with a volunteer ambulance corporation, or any unit thereof as defined in the volunteer ambulance workers' benefit law.
5. Knowing the information reported, conveyed or circulated to be false or baseless and under circumstances in which it is likely public alarm or inconvenience will result, he or she initiates or circulates a report or warning of an alleged occurrence or an impending occurrence of a fire, an explosion, or the release of a hazardous substance upon school grounds and it is likely that persons are present on said grounds.

**Falsely reporting an incident in the first degree is a class E felony.**

**Penal Law / Code 240.61. Placing a false bomb in the second degree.**

A person is guilty of placing a false bomb in the second degree when he or she places, or causes to be placed, any device or object that by its design, construction, content or characteristics appears to be or to contain, a bomb, destructive device or explosive, but is, in fact, an inoperative facsimile or imitation of such a bomb, destructive device or explosive and which he or she knows, intends or reasonably believes will appear to be a bomb under circumstances in which it is likely to cause public alarm or inconvenience.

**Placing a false bomb in the second degree is a class A misdemeanor.**

**Penal Law / Code 240.62. Placing a false bomb in the first degree.**

A person is guilty of placing a false bomb in the first degree when he or she places, or causes to be placed, upon school grounds any device or object that by its design, construction, content or characteristics appears to be or to contain, a bomb, destructive device or explosive, but is, in fact, an inoperative facsimile or imitation of such a bomb, destructive device or explosive and which he or she knows, intends or reasonably believes will appear to be a bomb under circumstances in which it is likely to cause public alarm or inconvenience.

**TRANSPORTATION DEPARTMENT  
BUS RULES**

1. Bus rules are posted in each bus. The driver is responsible to see they are followed and to make any other rules that are appropriate for that particular bus.
2. All pupils must ride on their regular assigned bus unless they have a written request by the parent or guardian in ADVANCE, approved by the school office.
3. When a pupil rides to school on a school bus, he must be returned by school bus, unless the school office approves a written request and a pass is issued. Once a student enters the bus, he is considered to be in the classroom and is the school's responsibility until returned home.
4. Pupils must not enter or leave a bus while it is in motion.
5. There is to be no wrestling or other disorderly conduct including unusual loudness. Throwing of articles or profanity.
6. Reasonable behavior is expected of all pupils. There is to be no defacing of the bus, writing on the seats or windows, tearing upholstery.
7. If the driver assigns you a seat, you are expected to keep it unless you have permission to move.
8. Tampering with equipment or emergency devices is prohibited at all times.

9. Smoking on buses is prohibited by Public Service regulations. This applies to all person/ passengers and drivers. There is to be no eating or drinking on the bus.
10. Throwing snowballs or other missiles in loading areas or at buses is prohibited.
11. The leaving of litter is prohibited. Students must carry off such material when leaving bus or placed in a wastebasket, if provided.
12. When it is necessary for pupils to cross a highway in order to board or leave a bus, pupils will await a signal from the driver before crossing the highway. The student must cross at least ten feet in front of the bus. The driver, not the student, will decide when the highway is clear.
13. Upon arrival at school, the student is to enter the building immediately. There can be no loitering outside the school.
14. Any violations of these regulations will result in the student being given a Disciplinary Warning Slip by the bus driver. This slip must be signed by the parent and returned to the bus driver before the student will be allowed to board the bus. A copy of the Disciplinary Warning Slip will be forwarded to the building principal. Several slips could result in a bus suspension.

#### Violent Incidents

A serious violent incident is defined as an incident of violent criminal conduct that is or appears to be life threatening and warrants the evacuation of students and / or staff because of an imminent threat to their safety or health, including but not limited to the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot, hostage taking or kidnapping.

#### **Notification of Rights under FERPA for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that LaFayette Central School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the LaFayette Central School District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the LaFayette Central School District to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories — names, addresses and telephone listings — unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want the LaFayette Central School District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by September 15, 2006. The LaFayette Central School District has designated the following information as directory information: [NOTE: an LEA may, but does not have to, include all the information listed below.]

Student’s Name Address E-Mail Address Photograph Date and place of birth Dates of attendance Most recent educational/institution attended	Participation in officially recognized activities/sports Telephone Listing Weight/Height for athletic teams Degrees, honors, and awards received Major field of study Grade Level
---	--

.....  
 .....

I DO NOT give permission for the **Onondaga Nation School** to disclose directory information regarding my child without written consent.

Student Name (please print) \_\_\_\_\_

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

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

Date \_\_\_\_\_





-----



## *A Note to Onondaga Nation School:*

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

*Student:* \_\_\_\_\_ *Grade:* \_\_\_\_\_

☀ *Has permission to go to* \_\_\_\_\_ *house after school.*

☀ *Will be picked by* \_\_\_\_\_.

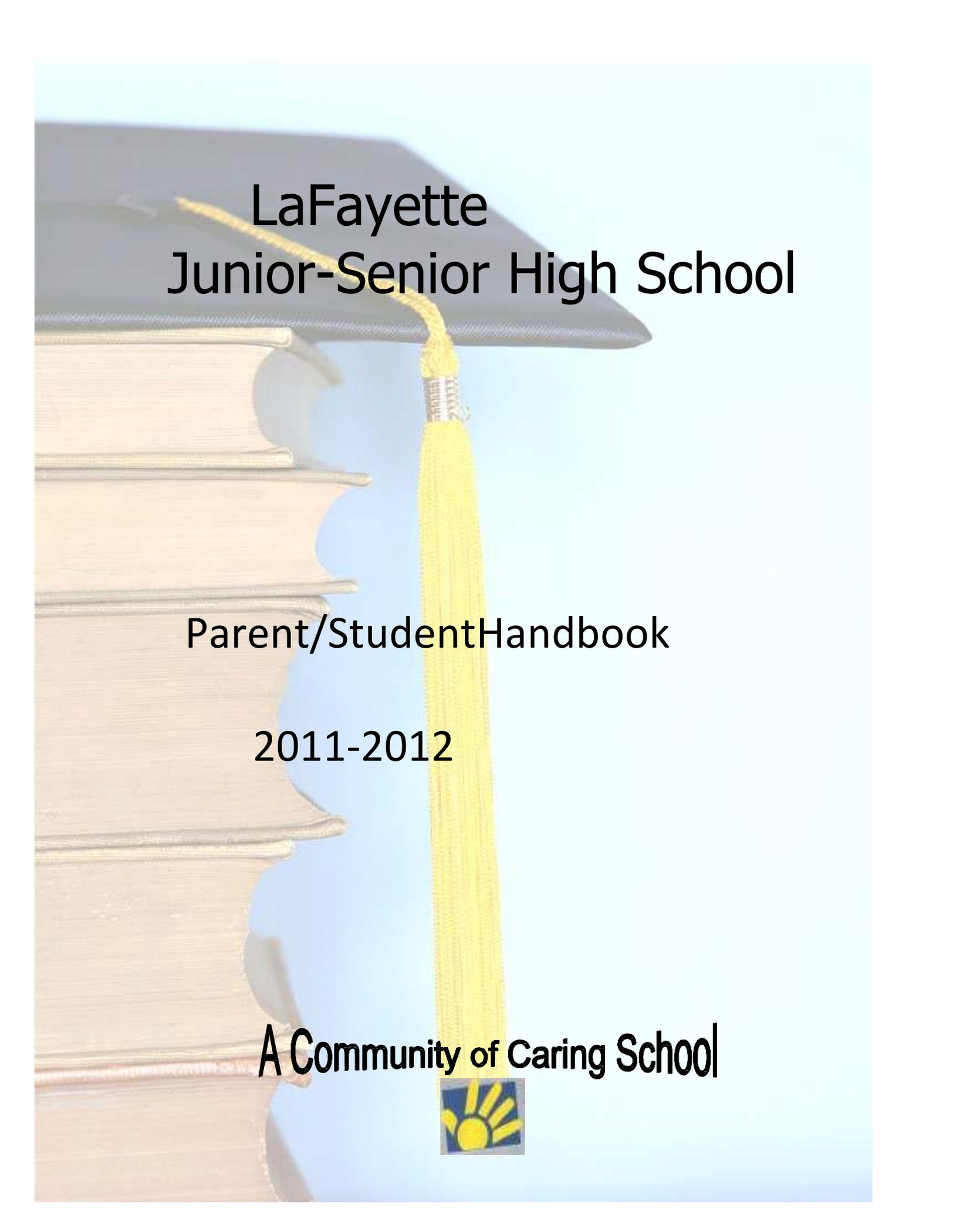
☀ *Was tardy on* \_\_\_\_\_ *due to* \_\_\_\_\_.

☀ *Was absent on* \_\_\_\_\_ *due to* \_\_\_\_\_.

☀ *Other* \_\_\_\_\_.

*Signature:* \_\_\_\_\_ *Contact number :* \_\_\_\_\_.

# Jr./Sr. HS Student Handbook



**LaFayette  
Junior-Senior High School**

**Parent/Student Handbook**

**2011-2012**

**A Community of Caring School**



## BELIEFS

Education fosters a life-long interest in learning.

We provide an environment that creates a positive self-image.

We are productive and responsible members of society. We accept individual differences and are respectful of others. We strive for high academic achievement.

Parents bear the primary responsibility for the welfare of their children. We all develop an understanding of and appreciation for cultural diversity. We all endeavor to become critical thinkers and effective communicators.

Educating students is the combined effort of community, parents and teachers.

LAFAYETTE JUNIOR-SENIOR HIGH SCHOOL

## Mission Statement

The mission of the LaFayette School District through the combined efforts of community, parents, and teacher is to develop an environment for each student which will create a positive self-image, a life-long interest in learning, an atmosphere for high academic achievement, foster an understanding and appreciation of cultural diversity, gender equity and stress tolerance and respect for others, so that students become responsible and productive members of society.

**PETER A. TIGH**  
Superintendent  
(315)677-9728

**JENNIFER BLOSSEY**  
Principal  
(315)677-3131

**September 2011**

**Dear Parents and Students:**

**RTTP – Race To The Top; CCLS – Common Core Learning Standards; STEM – Science, Technology, Engineering, Math; APM – Aspirational Performance Measures; APPR – Annual Professional Performance Review**

**What does it all mean? It means we have greatly accelerated our efforts to ensure that each and every student is college or career ready when they graduate from high school. So how are we doing this? We have established national standards and aligned NYS standards and assessments with them. We have focused heavily on Science, Math and Technology in order to be globally competitive. We have developed a system to identify benchmarks such as Regents exam scores and numbers of Advanced Designation Diplomas to monitor our progress. We have adopted statewide rubrics to evaluate our teachers and principals in order to ensure that all students are receiving quality instruction in an educational environment that is both rigorous and nurturing.**

**Can we do it? “It takes a village...” We need the full commitment from our entire community, our parents, our Board of Education, our administrators, our Pre-K through 12<sup>th</sup> grade teachers, our support staff and most importantly, our students.**

**The desired outcome – a graduate who has a fulfilling life and contributes his/her talents to ensure the health and well-being of our country and our world. Together, we can do it.**

**Sincerely,**

**Paula Cowling**

**Jennifer Blossey**

## LAFAYETTE CENTRAL SCHOOL

### **STANDARDS OF EXCELLENCE**

1. Each student, upon graduation, will have a marketable skill and/or the academic competency to pursue post secondary educational opportunity(ies).
2. Each student will develop a positive attitude of self, life management and community that will enable him/her to enhance the community in which he/she lives.
3. Each student will acquire technological literacy and an understanding of the effect technology has on the individual and society.
4. Each student will develop an understanding for people of different races, sexes, abilities, religions, cultures, ethnicity, social, political and economic backgrounds and their right to co-exist.
5. Each student will acquire an understanding of the environment and the effect of choices made by individuals, industry and society on ecological systems and natural resources.
6. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications: English, Language Arts, Science, Mathematics, Technology, History, Social Science, Arts, Humanities, Languages, Technical and Occupational Skills, Physical Education, Health, Home and Careers, and Computer Science.
7. Each student will identify and appreciate the fine arts and the arts' impact on daily life.
8. Each student will demonstrate a mastery level of communication and critical thinking skills by logically, creatively, and analytically gathering, processing and evaluating information.
9. Each student will identify and appreciate leisure and recreational activities and their effect on daily life.

### **STUDENTS' BILL OF RIGHTS AND RESPONSIBILITIES**

#### **RIGHTS**

1. Students have the right to pursue an education in an atmosphere that is safe and conducive to learning.
2. Students have the right to enroll in a program of study which best meets their needs and abilities.
3. Students have the right to be respected on the merits of their attributes as individuals.
4. Students have the right to procedural due process guaranteed by the United States Constitution and New York Education Law prior to disciplinary action taken against them.
5. Students have the right to freedom of speech and expression, which does not interfere with educational process or infringe upon the rights of others.
6. Students have the right to freedom from discrimination relative to participation in curriculum offerings, athletics and extra-curricular activities

#### **RESPONSIBILITIES**

1. Students will conduct themselves with respect toward self, fellow students, teachers and others.
2. Students will strive to reach their potential in all areas.
3. Students will follow the directions of the faculty and administration at all times.
4. Students will fulfill all classroom obligations.
5. Students will show respect for school property and for the property of others.
6. Students will demonstrate good conduct and positive attitude at all times in all school activities.
7. Students will dress in an appropriate manner for school activities.

## CHARACTER EDUCATION

### **Respect Responsibility Caring**

#### **Trust**

#### **Family**

are guiding principles of the LaFayette School District. These principles are published, presented, promoted, and taught at the Junior/Senior High School. We demonstrate our commitment to these principles in numerous ways. The high school has a Character Education Mission Statement:

“The LaFayette Junior/Senior High School shall encourage a caring and tolerant community where everyone in the school will work to achieve their fullest potential.”

LaFayette Junior Senior High participates in a nationwide K-12 Character Education program called Community of Caring. Designed to create a caring school community, LaFayette Central School District adopted this program for the reasons offered by William Sullivan, Community of Caring Board of Directors:

- to foster character and citizenship development
- to improve school attendance and academic performance
- to improve school climate and create a caring community
- to foster greater acceptance of diversity, including students who are mentally and/or physically challenged
- to create a safer school environment by preventing bullying and other forms of violence
- to prevent teen pregnancy and provide a strong abstinence message or to reduce tobacco, drug and alcohol use.

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# **BOARD OF EDUCATION, ADMINISTRATION, FACULTY, AND STAFF**

## **Board of Education**

Mr. James Keefe	President
Mrs. Ronda Akl	Vice President
Mr. Thomas Scofield	Member
Mrs. Patricia Sofranko	Member
Mr. Michael LaCava	Member
Mrs. Sarah Dadey	Member
Mrs. Carole Dwyre	Member

## **Administration**

Mr. Peter Tigh	Superintendent
Mrs. Jennifer Blossey	Principal
	Director of Special Education

## **School Counselors**

Mr. William O'Leary	Director of Guidance/School Counselor
Mrs. Kristeen Cool	School Counselor
Ms. Danielle O'Mara	Native American Liaison/Counselor

## **Instructional ART**

Mrs. Heidi Carr
Mrs. Mary Raye Casper

## **ENGLISH**

Ms. Jennifer O'Malley	Mr. Damon Derbyshire	Grade 9/12
Ms. Vickie Gernhardt		Grade 7
Ms. Lisa Morgan-Phelan		Grade 11/12
Ms. Maura Daly		Grade 8
		Grade 10

## **FOREIGN LANGUAGES**

Sra. Zoila Romeu	Mme. Sarah Dailey	French
	Spanish Srta. Kelly Kubeja	Spanish

## **HEALTH**

Mrs. Heather Amidon

## **HOME & CAREERS**

Mrs. Charlene Merrill

## **LIBRARY MEDIA SPECIALST**

Mrs. Marcie Mann

## **MATHEMATICS**

Ms. Daryl Felice	Ms. Joyce Lewis
Mr. Michael Klemperer	
Mrs. Anne Courtwright	
Mr. Peter Winans	

## **MUSIC**

Mr. Jay Cxyz	Ms. Rebecca Pethybridge	Instrumental
		Vocal

## **PHYSICAL EDUCATION**

Mr. Karl Seemann	Ms. Karyn Meaney
------------------	------------------

## **SCIENCE**

Mr. David Amidon	Grade 8/Biology
Mr. Sean Zehner	Grade 7/AP Bio
Mr. Nick Lefort	Physics
Mrs. Nancy Hummel	Biology
Mr. Michael Picciotti	Chemistry
Mrs. Nancy Terry	Earth Science/ Environmental
Science	

**SOCIAL STUDIES**

Mr. Joseph Fox  
Mr. Ronald Spicer  
Mr. Timothy Baker  
  
Mr. Timothy Miller  
  
Mr. Christopher Young

Grade 7/Sociology/Psychology  
Grade 8/Economics & Gov't  
US History/Early  
American/Civil War  
Global History II/Economics  
& Gov't  
Global History I/AP Amer.  
History

**SPECIAL EDUCATION**

Mrs. Christine Baker Mrs. Lisa Jasinski Mr. Tom Turner

Ms. Linda Callahan

**TECHNOLOGY EDUCATION**

Mr. Dan McConnell  
Mr. Bernie O'Donnell  
Mr. Steve Young

Y.C.I.P.

**TEACHER ASSISTANTS**

Mrs. Amy Flemming  
Mr. Jerry Kelly  
Mr. Austin Olmsted Mrs. Ann Marie Spratt Mrs. Lori Root

Mrs. Sally Case

**Support Services**

**ATHLETIC COORDINATOR**

Mr. Jerry Kelly

**CAFETERIA**

Mrs. Susan Craig  
Mrs. Lisa Indrick

Manager  
Assistant

**CLERICAL**

Ms. Tiana Poplawski  
Mrs. Patsy McElhannon

Principal's Secretary  
Special Education/Main  
Office Secretary  
Guidance Secretary

Mrs. Paula Thompson

**CUSTODIANS**

Mr. David Friedman  
Mr. Brandon Vadala

Supervisor – Day  
Supervisor – Night

**DISTRICT TECHNOLOGY**

Mr. William Smith (BOCES) Mr.  
Michael Davis (BOCES)

**NURSE**

Mrs. Nancy Donaldson

**PSYCHOLOGIST**

Dr. Michelle Storie

Email – All staff members have email accounts and can be accessed as follows:  
first initial, last name @lafcs.cnyric.org  
Ex. [jsmith@lafayetteschools.org](mailto:jsmith@lafayetteschools.org)  
  
Website Information – Please visit our website at:  
[www.lafayetteschools.org](http://www.lafayetteschools.org)

## SCHOOL STRUCTURE

**CALENDAR**

IMPORTANT DATE TO REMEMBER

August	31	FIRST DAY OF ATTENDANCE FOR 9 <sup>th</sup> GRADE ONLY
September	1	Superintendent's Conference Day - (No School for Students)
2		Superintendent's Conference Day - (No School for Students)
5		Labor Day – No School
6		1 <sup>st</sup> Day Student Attendance
14		Senior High Open House
21		Junior High Open House
October	7	Superintendent's Conference Day (No School for Students)
10		Columbus Day – No School
November	11	Veteran's Day – No School
23-25		Thanksgiving Recess – No School
December	26-30	Holiday Recess
January	2	Holiday Recess
	3	School Re-Opens
	16	Martin Luther King Jr. Holiday – No School
28	½ Day – Early Dismissal	February 20-24 Winter Recess
March	16	Superintendent's Conference Day (No School for Students)
April	6	Good Friday – No School
	16-20	Student/Staff Recess – No School
May	25	Vacation Day – (IF Snow Day/Emergency Days are not exceeded)
28		Memorial Day – No School
June	13-22	Regent's Exams
23		Graduation Day

**MARKING PERIOD SCHEDULE  
2011-2012**

**1<sup>st</sup> Quarter**

October 1 – Progress Report  
(October 13 - Mailed Home)

November 10 – Report Card  
(November 17 – Mailed Home)

**2<sup>nd</sup> Quarter**

December 16 – Progress Report  
(December 21 – Mailed Home)

January 27 – Report Card  
(February 2 – Mailed Home)

**3<sup>rd</sup> Quarter**

March 7 – Progress Report  
(March 14 – Mailed Home)

April 18 – Report Card  
(April 25 – Mailed Home)

**4<sup>th</sup> Quarter**

May 18 – Progress Report  
(May 24 – Mailed Home)

June 22 – Report Card  
(June 28 – Mailed Home)

## The 2011-2012 Schedule

JH	SH	SH
1 7:55-8:42	17:55-8:42	17:55-8:42
2 8:45-9:27	28:45-9:27	28:45-9:27
3 9:30-10:12	39:30-10:12	39:30-10:12
4 10:15-10:57	410:15-10:57	410:15-10:57
Lunch 4A 11:00-11:30	511:00-11:42	511:00-11:42
5 11:33-12:15	Lunch 6E 11:45-12:15	611:45-12:27
6 12:18-1:00	612:18-1:00	Lunch 6L 12:30-1:00
7 1:03-1:45	71:03-1:45	71:03-1:45
8 1:48-2:30	81:48-2:30	81:48-2:30
2:33-3:15	Period 9 (extended academic period as needed on individual student basis)	

Period 9 – (Tuesday, Wednesday and Thursday from 2:33-3:15) – We have added an academic period which extends the day for both remedial (mandatory) and enrichment (optional) opportunities;

- PERIOD9ATTENDANCEISMANDATORY for all students failing 2 or more subjects as indicated by the progress report/report cards. These students will report to an assigned room for a 40 minute period where they will receive academic support. Bussing will be available at the end of this period (approximately 3:15). [NOTE: These mandated students will not be able to board busses at 2:30 – they will be denied boarding until the 3:15 bus run].
- PERIOD9ATTENDANCEISMANDATORY for students failing one or more subjects and who are involved in a co-curricular activity. [NOTE: These mandated students will not be able to board busses at 2:30 – they will be denied boarding until the 3:15 bus run].
- PERIOD9ATTENDANCEISMANDATORY if requested by a teacher (students would be directly contacted by this teacher). [NOTE: These mandated students will not be able to board busses at 2:30 – they will be denied boarding until the 3:15 bus run].
- PERIOD9ATTENDANCEISOPTIONAL for students wishing to make up missed work and/or would like to seek a teacher's additional help. Students must make arrangements with his/her teacher(s) indicating day(s) he/she wishes to stay.

If a student is not mandated and chooses not to seek additional help from a teacher, he/she will be permitted to take the 2:30 bus at the end of period 8. Additionally, all students (unless participating in a co-curricular activity that extends beyond release time) will take the 2:30 bus on Mondays and Fridays. PERIOD 9 IS ONLY OFFERED/MANDATED ON TUESDAYS, WEDNESDAYS AND THURSDAYS.

# Special Bell Schedules

## 1 HOUR DELAY SCHEDULE

A LUNCH STUDENTS	B LUNCH STUDENTS	C LUNCH STUDENTS
1 – <u>8:55</u> – <u>9:30</u>	1 – <u>8:55</u> – <u>9:30</u>	1 – <u>8:55</u> – <u>9:30</u>
2 – <u>9:43</u> – <u>10:08</u>	2 – <u>9:43</u> – <u>10:08</u>	2 – <u>9:43</u> – <u>10:08</u>
3 – <u>10:11</u> – <u>10:46</u>	3 – <u>10:11</u> – <u>10:46</u>	3 – <u>10:11</u> – <u>10:46</u>
4 – <u>10:49</u> – <u>11:24</u>	4 – <u>10:49</u> – <u>11:24</u>	4 – <u>10:49</u> – <u>11:24</u>
Lunch A – <u>11:27</u> – 11:58	5 – <u>11:27</u> -12:02	5 – <u>11:27</u> -12:02
5– 12:01 – 12:36	Lunch 6E – 12:05 – 12:36	6 – 12:05– 12:40
6– <u>12:39</u> – <u>1:14</u>	6– <u>12:39</u> – <u>1:14</u>	Lunch 6L – 12:43 – <u>1:14</u>
7 – <u>1:17</u> – <u>1:52</u>	7 – <u>1:17</u> – <u>1:52</u>	7 – <u>1:17</u> – <u>1:52</u>
8– <u>1:55</u> – <u>2:30</u>	8– <u>1:55</u> – <u>2:30</u>	8– <u>1:55</u> – <u>2:30</u>
2:33-3:15 – Period 9/After School	2:33-3:15 – Period 9/After School	2:33-3:15 – Period 9/After School

## 2 HOUR DELAY SCHEDULE

A LUNCH STUDENTS	B LUNCH STUDENTS	C LUNCH STUDENTS
1 – <u>9:55</u> – <u>10:23</u>	1 – <u>9:55</u> – <u>10:23</u>	1 – <u>9:55</u> – <u>10:23</u>
2 – <u>10:26</u> – <u>11:54</u>	2 – <u>10:26</u> – <u>11:54</u>	2 – <u>10:26</u> – <u>11:54</u>
3 – <u>11:57</u> – <u>11:25</u>	3 – <u>11:57</u> – <u>11:25</u>	3 – <u>11:57</u> – <u>11:25</u>
4 – <u>11:28</u> - <u>11:56</u>	4 – <u>11:28</u> - <u>11:56</u>	4 – <u>11:28</u> - <u>11:56</u>
Lunch A - <u>11:59</u> – 12:27	5 - <u>11:59</u> – 12:27	5 - <u>11:59</u> – 12:27
5 - 12:30 – 12:58	Lunch 6E – 12:30-1:58	6 - 12:30 – 12:58
6 - 1:01 – <u>1:29</u>	6 - 1:01 – <u>1:29</u>	Lunch 6L – 1:01- <u>1:29</u>
7 – <u>1:32</u> – <u>2:00</u>	7 – <u>1:32</u> – <u>2:00</u>	7 – <u>1:32</u> – <u>2:00</u>
8 - <u>2:03</u> – <u>2:30</u>	8 - <u>2:03</u> – <u>2:30</u>	8 - <u>2:03</u> – <u>2:30</u>
2:33-3:15 – Period 9/After School	2:33-3:15 – Period 9/After School	2:33-3:15 – Period 9/After School

## PEP RALLY SCHEDULE

A LUNCH STUDENTS	B LUNCH STUDENTS	C LUNCH STUDENTS
1 – <u>7:55</u> – <u>8:32</u>	1 – <u>7:55</u> – <u>8:32</u>	1 – <u>7:55</u> – <u>8:32</u>
2 – <u>8:35</u> – <u>9:12</u>	2 – <u>8:35</u> – <u>9:12</u>	2 – <u>8:35</u> – <u>9:12</u>
3 – <u>9:15</u> – <u>9:52</u>	3 – <u>9:15</u> – <u>9:52</u>	3 – <u>9:15</u> – <u>9:52</u>
4 – <u>9:55</u> – <u>10:32</u>	4 – <u>9:55</u> – <u>10:32</u>	4 – <u>9:55</u> – <u>10:32</u>
Lunch A - <u>10:35</u> – 11:08	5 - <u>10:35</u> – 11:12	5 - <u>10:35</u> – 11:12
5 – 11:11 – 11:48	Lunch 6E – 11:15– 11:48	6 – 11:15 – 11:52
6 – <u>11:51</u> – <u>12:28</u>	6 – <u>11:51</u> – <u>12:28</u>	Lunch 6L – <u>11:55</u> – <u>12:28</u>
7 – <u>12:31</u> – <u>1:08</u>	7 – <u>12:31</u> – <u>1:08</u>	7 – <u>12:31</u> – <u>1:08</u>
8 – <u>1:11</u> – <u>1:48</u>	8 – <u>1:11</u> – <u>1:48</u>	8 – <u>1:11</u> – <u>1:48</u>
Pep Rally – 1:48-2:30	Pep Rally – 1:48-2:30	Pep Rally – 1:48-2:30
2:33-3:15 – Period 9/After School	2:33-3:15 – Period 9/After School	2:33-3:15 – Period 9/After School

## HALF DAY SCHEDULE

Period	Time
1	<u>7:55-8:17</u>
2	<u>8:20-8:42</u>
3	<u>8:45-9:07</u>
4	<u>9:10-9:32</u>
5	<u>9:35-9:57</u>
6	<u>10:00-10:22</u>
7	<u>10:25-10:47</u>
8	<u>10:50-11:12</u>

## GENERAL INFORMATION

### ANNOUNCEMENTS

Announcements are to be written before school and must be approved by one of the building administrators. Announcements will be read during first period each morning.

### ASSEMBLIES

Periodically scheduled assembly programs are held for the student body. Students are expected to demonstrate behavior that shows respect for the performers or participants of the program and the audience.

### ATTENDANCE POLICY

#### GRADES 7 – 12 - ATTENDANCE PHILOSOPHY

It is the belief of the faculty and administration of LaFayette Central Junior/Senior High School that there is a direct correlation between academic success and school attendance. We feel it is the responsibility of parents and students to ensure that students attend school and classes on a regular basis. Our philosophy for attendance insists that regular class attendance and participation is needed for optimal mastery of each and every course. Also regular attendance is essential in preparation for the “real world” where promptness and responsibility are important ingredients for career success. We believe that the school and the home must work together to promote these essential values.

The attendance policy of LaFayette Junior/Senior High School is designed to not only encourage all students to attend school on a regular basis but also to encourage their diligence in making up work missed during an absence. This policy is one, which hopefully will cause students to prioritize and to be selective in choosing activities, which take them out of their classes. The teacher, regardless of the reason, legal or illegal, will record a class absence. When a student is absent a student is expected to contact the teacher(s) of the class(es) missed in order that the work can be made up as quickly as possible.

New York State Education Law requires students to be in attendance each day, except for the following legal reasons:

1. Sickness
2. Sickness or death in family
3. Medical appointment
4. Impassable roads
5. Religious observance
6. Required court appearance

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

Legal Excuses - Illness

Sickness/Death in Family

Court Appearance/Road Test

Bus Tardy

Inclement Weather Religious Observation Medical

Appointment Educational Field Trip College Visitation

\*NYS Education Department has issued new guidelines regarding attendance. LaFayette Junior-Senior High School will implement as soon as appropriate.

#### Procedure for Absences

1. The parent or guardian is asked to call the school during the first morning of each absence.
2. If a phone call has not been made, a written excuse for the absence(s) is required upon the student's return. This excuse should state the date(s) of the absence(s), and be signed by the parent or guardian. In the

Junior/Senior High School, this excuse is sent to the Health Office. No excuse/phone call will be regarded as an illegal absence.

3. While attempts will be made to verify absences, this may not always be possible.

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

Extra curricular activities are also impacted by absences. Please see our extra curricular eligibility policy.

### CLASSABSENCES

Attendance and academic success are inextricably linked. There are 20 weeks of school per semester, 40 weeks per year, comprising approximately 180 days of expected attendance. Each teacher assigns a participation grade which is severely impacted by failure to attend and may result in course failure or an incomplete grade. Incomplete grades impact co-curricular participation as well.

In order to be regarded as present for a class, a student must be in attendance for a minimum of 20 minutes.

### Making Up Class Work

Whether absences are regarded as excused or unexcused, all missed school work must be completed in a timely manner. The student must meet with the respective teacher(s) to make these arrangements. Failure to meet the teacher's established deadline, commonly one day afforded for each day of absence, will result in loss of credit for the missing assignments. If the absence occurs at the end of a semester, the student will receive an "incomplete passing" or "incomplete failing" on his/her report card depending on the status of the student at that time. The same expectations for make-ups exist. (Note: An "incomplete failing" impacts co-curricular participation). Accommodations will be made for students classified under IDEA or 504.

### Lines of Responsibility

1. It is the student's responsibility to arrange a meeting with the teacher to make up work and to complete it in a timely manner.
2. It is the teacher's responsibility to keep accurate, daily class attendance and to verbally notify each student when absenteeism becomes excessive.
3. It is the parents' responsibility to see that students attend school on a regular basis and not to schedule appointments or vacations in such a manner that a student's regular class attendance is jeopardized. Parental support in supervising a student's make-up work is desired.

In the event a student is to be absent from school in excess of 5 consecutive days due to serious illness or injury, it is the parents' responsibility to notify the building administration to arrange for make-up or homebound instruction as soon as the student is able to do so. The nature of the make-up will be left to the discretion of the building administrator who will work closely with the parent and teacher. A student absent from school in excess of 5 consecutive days for reasons other than health are not eligible for homebound instruction.

4. Students/Parents will be notified by classroom teachers when unmade-up absences become excessive. Parents are strongly encouraged to utilize MyGradeBook when questioning whether or not make-up work has been completed.

LAFAYETTE JR./SR. HIGH SCHOOL IN THE ENFORCEMENT OF THE 7-12 ATTENDANCE POLICY DOES NOT DISCRIMINATE BETWEEN LEGAL AND ILLEGAL ABSENCES.

### Going on Vacation while School is in Session

If a student is going to be absent from school in order to go on vacation with parents, please do not expect those specific assignments for the period missed will be made by the teacher prior to the student's leaving school for vacation. With a written notice submitted to the teacher(s) one week in advance, the teacher (s) will provide the student with an overview of the material expected to cover. It is the student's responsibility to make up specific assignments upon his/her return to school.

It needs to be noted, we do not advocate taking a student out of school in May and June when review and final exams are given. This really puts students in jeopardy of passing exams and the Regents. In the event a student misses a school exam while vacationing, the student will receive a zero for the exam. In the case of a Regents Exam,

the student will receive no grade or credit for the Regents or course credit and will have to take the exam the next time it is scheduled. (August, January or June).

### SENIORS AND ATTENDANCE

Attendance is a critical component of school success. However, after receiving college acceptance letters, many Seniors seem to denigrate the value of on time daily attendance. In addition, there seems to be a growing trend of pre-planned class “skip” days in between athletic seasons as well as in the weeks before graduation.

Please permit me to provide clarification; there are no sanctioned “Senior Skip Days.” We expect all students to be in school on time everyday attending all scheduled classes. Unauthorized/illegal absences will result in consequences as per truancy violations. Should a substantial number of Seniors – or members of any class – be absent on a given day, failure to provide an acceptable and verifiable medical excuse will result in two (2) Saturday detentions.

However, our tantamount concern is the safety of our students. Large numbers of students not in school will often congregate in one place that is unsupervised. The potential inherent dangers need not be enumerated. These unsupervised groups are at risk. A party atmosphere often results, drugs and alcohol often become involved. The consequences can be fatal.

We therefore ask for parental support. Please help us ensure the safety of your children by discussing the value of attendance right through to graduation as well as the implications associated with “skipping school” We can react after the fact, but parents can be proactive and prevent tragedies. We respect our partnership with you in keeping our child out of harm’s way. Thank you.

### BUS EXPECTATIONS

- The bus driver is in complete charge of the bus and its occupants at all times. Bus rules are posted in each bus and it is our expectation that each student is familiar with the rules and complies with them at all times. Failure to do so will result in disciplinary action and possible removal from bus transportation.
- Any student wishing to be transported on a bus other than the one to which they are assigned, must submit a written request, signed by a parent/guardian in the Main Office immediately upon arrival at school. The request must be specific and contain a phone number for verification purposes.
- Upon arrival at school, the student is to enter the building immediately. There can be no loitering outside of the building.

### CAFETERIA ETIQUETTE

We strive to maintain a cafeteria atmosphere that is clean and respectful of the cafeteria staff as well as fellow students. We understand that it is an opportunity for socializing, but ask that you remember to consider your volume, your impact on others and to pick up after oneself. Please be aware – the throwing of food or any items in the cafeteria will result immediate disciplinary action and parental contact. Staff members who supervise the cafeteria are authorized to request the removal of students who compromise the safety of the cafeteria.

### CELLPHONE USE

Cell phone use by students is not allowed between 8:00 am and 2:42 pm. Students caught with a cell phone during between these hours will have their cell phone confiscated. Cell phones are brought to the Main Office and if it is a first offense, students may pick up their cell phone at the end of the school day. Should a cell phone be confiscated more than once, a parent/guardian will need to come to school to retrieve their child’s cell phone. (Policy subject to change).

### BOTTLES AND FOOD IN SCHOOL

Students are asked not to bring glass bottles/containers to school. If such bottles break, they present an obvious problem. All cans or plastic containers of are to be open only in the cafeteria area and foyer outside of the cafeteria. There are to be no open containers of liquid in the upstairs or downstairs areas. Drinking fountains are located throughout the building.

Water Bottle Use Stipulations:

- I. Water only, no other beverage.

2. Unbreakable, clear container.
3. Caps on bottles in halls.
4. Students clean up their own spills.
5. Teacher discretion, re: classroom use – If a teachers says No, it means No, no argument!

In order to maintain a healthy, clean environment, all food must be consumed in the cafeteria or under adult supervision.

SEEKINGASSISTANCE

We encourage students to seek assistance from teachers when they are experiencing difficulty or if they have a need to make up work. They should not wait until their grade falls into the failing range before they contact a teacher. Teachers are available from 2:42-3:15 on Tuesdays, Wednesdays and Thursdays. Students should notify the teacher of their intent.

Because the instructional day does not officially end until 3:15 p.m., teachers may assign students to an after school remedial or make-up session. They are well within their rights and the realm of their professional responsibility to do so.

Where to Go:

MAIN OFFICE: Locker Problems Lost and Found P.A. Announcements Student Activities Bus Transportation Suspension Assignments Visitor's Pass	HEALTH OFFICE: Sick in School Accident Report Late Arrival Early Dismissal Return From Absence	GUIDANCE OFFICE: Academic, Career, Behavior, & Personal Guidance College Information Transfers Student Records/Grades Working Papers Transcript
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EMERGENCYCARDINFORMATION

It is essential that we are able to contact parents/guardians should an urgent need arise. We must therefore require current emergency information card. Students will receive these cards on the first day of school and we need them returned within 2 weeks. We will give reminder notices if students do not return the cards, however if the reminders are unsuccessful, wewillwithholdprogressreportsand/orreportcards.

DRIVINGTOSCHOOL

Driving to school is a PRIVILEGE, not a right. We afford this option to responsible students who demonstrate respect for the school community and whose parents provide their consent.

By signing the driving permission slip, both students and parents accept the following conditions:

- 1) All vehicles must be registered in the Main Office
  - a) A driver's license/permit must be provided. (We will copy and return the original.)
  - b) Registration/insurance/license plate information must be provided.
- 2) All student vehicles must park in the SouthParkingLotOnly and display parking permits hanging on the review mirror.
- 3) DrivingtoandfromBOCES or any off campus program or event which occurs during the school day is prohibited.
- 4) Upon arrival or when departing school, students may not linger in their cars but must immediately enter the building or exit the school grounds.
- 5) The parking lot is OFFLIMITS throughout the school day.
- 6) Students are expected to drive WITHCAUTION at all times, mindful of school buses and pedestrians. Reckless endangerment of any kind will immediately result in the revocation of driving privileges.
- 7) Excessive tardiness indicates a lack of student responsibility and, after fair warning, driving privileges will be suspended.

8) We reserve the right to have cars not registered with the school or driven by a student with suspended driving privileges towed from school property with the car owner/operator responsible for the cost.

### FIELDTRIPS

All school-sponsored field trips are to follow these procedures:

1. Written permission must be obtained from parent (s) or guardian
2. You are to ride to and from the destination on school provided transportation
3. Reasonable conduct and dress are expected
4. Respect for chaperones is expected

### FIREDRILLS

Fire drills are required by law. Eight are required by December 1<sup>st</sup> and another four before the end of school in June. When the alarm rings, you are to leave the building quietly and calmly in accordance with the exit plan posted in each classroom. Once outside the building, you are to be at least 10 feet from the cars in the semi-circle in front of the school; to be up on the hill near the track if exiting the back of the building, and to be beyond the two rows of cars if you are exiting in the North Parking Lot. When re-entering the building, proceed to your class within a minute's time.

### HEALTHISSUES

1. Physicals by State Ed Law are required at grades 1, 3, 7, & 10.
2. Accidents – In the event of an accident while in school, go to the nurse immediately. If pertinent, she will ask you to fill out an accident report.
3. Physician's medications to be used in school – If you are to receive medication during school, you must have a physician's written authorization and a written authorization from your parents. The medication is to be given to the school nurse and kept in her office for dispensation, not in your locker. This includes aspirin, Tylenol and other non-prescription drugs.

### HOMEWORKPOLICY

When assigned homework, it is expected that it will be completed within the time frame given, usually for the next class period. It is at the teacher's discretion as to whether to accept late homework and whether to decrease credit for it.

NOTE: If the course ends with a Regents Exam, the student is expected to remain in the course to prepare for the regents.

### PARENTCONFERENCE

Parent conferences will be scheduled at the request of parents, teachers or students to discuss a student's academic and/or behavioral concerns. The school counselor will establish the time and notify all teachers of the conference. Where possible, the student will be encouraged to participate in the conference.

### PASSES

Passes are issued at teacher's discretion. Pre-signed passes are necessary for access to the library, computer rooms, nurse, and lavatories. Students are not allowed transit through the halls without a valid pass. Excessive requests for passes will be investigated and pending findings, may be restricted.

### PERSONALPROPERTYATSCHOOL

IPods, toys, games, and other items intended for your entertainment and amusement do not belong in school. Such personal property tends to interfere with your primary reason for being here and to disrupt the learning atmosphere of the school. If you bring them to school, they may be confiscated and may be returned only to your parent or guardian. Since they can interfere with instruction, studying, and communication, walkmans, CD players, pagers, cell phones, camera phones, video phones, and iPod's should not be worn or used in classes, study halls, or hallways during the school day. Cell phones have become increasingly problematic as they may be disruptive, used to bully, intimidate or harass or cheat and may be stolen. They must be stored in lockers for safekeeping upon your arrival at school.

Personal property of great value (expensive jewelry, large sums of money, family heirlooms, cell phones, IPODS, computers, and so forth) generally should not be brought to school. There is no way in which the school can guarantee their protection from loss, theft, or breakage. The school is not responsible for lost or stolen property.

### SCHOOLCLOSINGS

In the event that emergencies, such as winter storms, make it necessary to close the school, announcements to this effect will be made over local radio stations WSYR and WHEN and the three TV stations - 3, 5, 9 and 10.

### STUDYHALLEXPECTATIONS

Students are expected to be on time with an adequate amount of work for the duration of study halls.

Locker/bathroom requests should be minimal to ensure optimal work time. Games, IPod's, MP3 players, cell phones, tape recorders and sleeping will not be permitted. Study Halls may be used by students to see teachers, counselors, the nurse, to use the computers, or the Library Resource Center. STUDENTS SHOULD HAVE A PRE-SIGNED PASS FROM THE APPROPRIATE STAFF MEMBER IN ORDER TO BE RELEASED FROM THE STUDY HALL. Study Hall supervisors may check on students to ensure that they have arrived at their destination in a timely manner.

### TELEPHONE

Since cell phone use by students is not allowed between 7:55 am and 2:30 pm, if there is an emergency, please contact the school directly at 677-3131, 677-3132, or 677-3133. Messages for students will not be delivered until the end of the school day (students will be paged via intercom) unless it is an emergency.

### TEXTBOOKS/SCHOOLEQUIPMENT

Students are responsible for all books, calculators and other equipment assigned to them. Textbooks are to be covered and protected. If the bindings are broken, the book written in, partially damaged, or lost, you will be required to pay for the book's damage or replacement. A check is to be made out to the school for the amount and given to the teacher or Main Office. Report cards may be held at mid-year and end of the year if monetary obligations are not met.

### VISITORSTOETHESCHOOLS

We welcome parents and community members to visit our buildings. Our expectation is that all visitors are mindful of our schools as places of learning and that the policies and procedures for each building are respected. Administrators are responsible for all visitors and the following expectations apply:

- 1) A visitor is anyone who is not a student or regular staff member
- 2) Visitors must report to the main office upon arrival, register, and display nametags when requested. These identification tags must be worn for duration of the visit.
- 3) Classroom visitations require advance notification to minimize class disruption. Teachers will be unable to engage in individual discussion during class time.
- 4) Unauthorized visitors will be reported to administration and will be asked to leave. Law enforcement may be notified, if necessary.

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

### VISITSBYPARENTS

Parents are always welcome at school. If you would like to visit a classroom, we ask that you contact the teacher at least 24 hours in advance and please stop and sign in at the Main Office upon arrival. We encourage parents to attend Open House and all extra-curricular events in which their son/daughter participates. We also encourage parents to become active in the High School Parents Group. Please check the school District events' calendar for meeting dates and times.

### VISITSBYSTUDENTS

No student visitors will be allowed during the school day unless approved by administration for educational purposes such as student exchange programs, a student moving to the District, etc. Even these arrangements are to be made at least two days prior to the scheduled visitation. Alumni are welcome to visit after the normal school day hours of scheduled classes, with at least 24 hours notice.

## INTERSCHOLASTICSPORTS

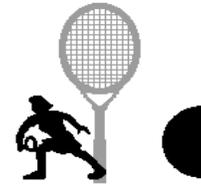
### MEN'S

Football  
Soccer  
Cross-Country  
Basketball  
Wrestling  
Lacrosse  
Baseball



### WOMEN'S

Cheerleading  
Soccer  
Cross-Country  
Volleyball  
Softball  
Tennis  
Basketball  
Lacrosse



Students who represent LaFayette in extracurricular/athletic activities are the school's and community's ambassadors. Their behavior and performance are reflected both in LaFayette and other communities. We are proud of our students' performance in representing our school and community.

### LaFayette Junior-Senior High School Clubs and Activities

Class Cabinets: Students elected by their class serve in many different capacities throughout the year.

The Eckerd Drug Quiz Show Team is open to students in Grades 7 & 8. The Eckerd Drug Quiz Show strives to heighten school/home/community substance abuse awareness by providing middle school students with the opportunity to have fun while gaining the knowledge, skills, and self-confidence needed to make safe, healthy, real-life choices, including those regarding the use of tobacco, alcohol, and other drugs. Meeting time will be determined each school year.

Jazz Ensemble and Pit Orchestra: Students must be an active member of the Jr/Sr High Instrumental Music program. Students will be invited to be a member of the Jazz Ensemble if they meet the requirements of the standard instrumentation of a Jazz Ensemble. The selection and invitation to students will be at the discretion of the Jazz Ensemble director. All students must meet the eligibility requirements established by the Instrumental Music Director as well as the Academic Eligibility requirements established by the school. The above criterion is also true for selection to be a member of the Pit Orchestra for the Drama Production.

Jr. High Book Club is open to grades 7 through 9. We read books from a variety of genres and meet to discuss them. Students book talk their choices at each meeting. Students choose titles/genres to read with my input. Meetings are generally every other week, but the schedule varies depending on students' needs and activities.

Jr. High Math League is open to 7<sup>th</sup> and 8<sup>th</sup> graders only. Students need not be accelerated, just love to solve untraditional math problems. We meet weekly to practice and have 3 meets after school, competing against other schools in Onondaga County. Students can participate in a sport and be on the math team

Junior High Science Olympiad is open to 15 students in Grades 7-9. Students participate and compete in a number of events related to science and technology. Some events test knowledge while others involve construction. Information on joining will be announced in September. The competition is in February. Meetings will be held in between.

School Newspaper

Mock Trial Team is open for students in grades 9-12. Each year the participating schools are given a court case. The team must thoroughly study and learn the facts of the case, study and learn the associated law, and be able to present both the prosecution and defense sides of the case. The schools compete against each other in a very rigorous tournament that starts in February and ends in April or May, depending on how far the team advances. Practice begins in December and lasts for the duration of the season. There is usually practice everyday after school.

The Musical is on the 3rd Friday and Saturday of March. Auditions are held on the Monday and Tuesday of November before Thanksgiving recess. All Jr. Sr. High school students are encouraged to audition.

National Junior Honor Society is for grades 7,8,9. Students with cumulative grade point averages of 85 or higher are eligible to apply for membership. Selection is based on scholarship, citizenship, character, service, and leadership. Our

activities consist of college visits, community service activities, fundraising for community service/scholarships, teacher appreciation luncheon, and buddy program for incoming seventh graders. Meetings are held once per month, on Monday afternoons after school. Inductions will be held twice per year--once in the fall and once in the spring.

☞ National Senior High Honor Society is for grades 11 and 12. Students with cumulative grade point averages of 85 or higher are eligible to apply for membership. Selection is based on scholarship, citizenship, character, service, and leadership. Activities are planned each year. We hold an annual Blood Drive for the American Red Cross and students participate in the Walk for Breast Cancer.

☞ Outdoor Education Club/ECOS is open to grades 7-12. We participate in hands-on projects, archery, have guest speakers (outdoor careers), and field trips. Meetings on Tuesday/Thursday afternoons, and occasional Saturday meetings (Earth Day, game dinners, hunter safety)

☞ Sr. High Book Club is open to grades 10 - 12. Students continue reading from different genres. Titles/genres depend on students' interests. We tend to read from a very wide variety of topics ranging from classics to political humor. Sr. High students have very busy schedules so we meet irregularly and try for once a month.

☞ Senior High Math League is for any student in grades 9 to 12. We have four meets in the regular season on the first Tuesdays of October, November, December and January. Fabius Pompey and East Syracuse are in our division and we compete against them during these four meets. In February, there is the all county math meet with all the county's high schools. All students are eligible to participate. The major requirement is that they be willing to try their hand at math problems. If they score in the top thirty in the county, they are invited to join Team Onondaga to compete at the state level some time in March.

☞ Senior High Science Olympiad is open to 9th through 12th graders in good academic standing. Event takes place in February, preparation starts in November. Our school competes with other schools in a variety of science related activities.

☞ Spanish Club: All Spanish students are welcome to join. As a member of this club, you will dance, participate in the Day of the Dead activities, have a carnival, have a piñata, and participate in the Cultural Fair. The Spanish Club meets after school.

☞ Student Council is open to all students in grades 7-12. We are a group that plans activities for our students, staff, and community. We perform community service acts as well as raise money for charities. Student Council promotes school spirit as well as fosters the leadership of our student body. We welcome all students to join at any time of the year.

☞ Teen Institute is open for students in grades 9-12. Teen Institute holds a prevention conference each fall that focuses on leadership development, while enhancing self-esteem and group interaction skills. The main focus of the retreat is alcohol and other drug prevention. Students that attend Teen Institute then return to their school community with an action plan that focuses on alcohol and drug prevention. Meeting time will be determined at the beginning of each school year.

☞ Yearbook is open for all students in grades 7-12. Students interested and participate in Photography and design layout on the computer. Our fund raising is selling Carmel Apples at Apple Fest, soliciting ads from businesses and community. We utilize the skills and interests of students. We decide in September a meeting time that is convenient for the majority

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

## **Co-Curricular Code of Conduct**

### **Final Revised Version – 5/2/11**

Developing a co-curricular code of conduct, such as with any code of conduct, must pre-suppose an intrinsic code of honor. Because participation in co-curricular activities is a privilege, not a right, we have an expectation that a code of honor is inherent in all clubs, on all teams, in any activity. The following Co-Curricular Code of Conduct relies on honorable behavior at all times, in all places, with all people. Anything less will result in the loss of the privilege to participate in a co-curricular activity.

#### Policy

Since participation in Co-Curricular activities is a privilege and students are representatives of the LaFayette School District, student members are held to higher behavioral expectations. These expectations are in effect 24 hours a day, 7 days a week. All students must adhere to the Co-Curricular Code of Conduct beginning the first day of school or the first day of participation if the activity begins prior to the start of the school year. Students are not allowed to participate until all appropriate paperwork is completed and turned in to the respective coach/advisor of the group.

#### Penalty for breaking the Co-Curricular Code of Conduct

First violation:

Student found in violation of the Co-Curricular Code of Conduct will be immediately removed from participation in all co-curricular activities they are participating in at the current time. The removal will last 10 weeks from the time of the dismissal. At the midpoint of the suspension the student will have the option to petition the review committee to possibly have the suspension lessened.

Second violation (within the same academic year):

Students found in violation of the Co-Curricular Code of Conduct will be immediately removed from participation in all Co-Curricular activities for 6 months from the time of the incident with no opportunity for review.

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

#### Behavioral Expectations

Infractions that will result in administration of the aforementioned penalty include, but are not limited to: Class I & II Infractions as per LaFayette Junior-Senior High School Code of Conduct

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

#### Review committee

The review committee will consist of:

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

#### Option

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

Code of Conduct Violation Form

Name \_\_\_\_\_

Date \_\_\_\_\_

Violation \_\_\_\_\_

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

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

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

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

Co-Curricular Activities Subject to the Code of Conduct

All sports – Modified, JV, Varsity and Cheerleading  
 Class Cabinets, Class Offices – Grades 7, 8, 9, 10, 11, 12  
 Student Council  
 School Newspaper  
 Science Olympiad  
 Drama Club  
 Yearbook  
 Math League  
 Teen Institute  
 Mock Trial  
 ECOS

International Clubs  
 Stage Band/Jazz Band  
 Vocal Ensemble  
 Outdoor Ed Club  
 Chess Club  
 Drug Quiz Team  
 Native American Club  
 Prom Court  
 Homecoming Court

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

Options for Penalty Reduction at 5 Weeks

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Church related</li> <li>• Soup kitchen</li> <li>• Salvation Army</li> <li>• SPCA</li> <li>• Hospital Volunteer</li> </ul> | <ul style="list-style-type: none"> <li>• Apple Festival</li> <li>• Community gardens (garlic farm)</li> <li>• Senior citizens</li> <li>• Vera House</li> <li>• School service (after school hours only)</li> <li>• Other volunteer activities will be considered</li> </ul> |
|--|---|

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_

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

Co-Curricular Activity/ Activities \_\_\_\_\_

Signed \_\_\_\_\_

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

## PUPILPERSONNELSERVICES

### Grading

The grading system is numerical with 65 as the minimum-passing grade for a course or test.

At the beginning of the school year, within the first week of school, all teachers will distribute to students their classroom expectations and grading criteria. Each teacher's grading criteria may vary somewhat with respect to how he/she determines a student's quarterly grades i.e. the weighting of tests, homework, and class participation. It is the student's responsibility to make sure he/she has a clear understanding of each teacher's policy. A student's final grade is an average of the final exam and his/her four-quarter grades. Passing a Regents exam does not result in course credit. A student must have a passing average in the course to receive credit.

10-week average	85	
20-week average	80	
30-week average	90	$445 \text{ pts.} \div 5 = 89$ overall average for course
40-week average	95	
<u>+finalexamgrade</u>	<u>95</u>	
	445 pts.	

### Honor Roll

An Honor Roll will be published at the end of each ten-week grading period. A student who has an overall grade average of 84.50-92.49 qualifies for the Honor Roll. An overall grade average of 92.50-100 qualifies for the High Honor Roll. A grade of lessthan70 in any course disqualifies the student for either Honor Roll.

### Merit Roll

Students who raise their average by ten or more points in two or more subjects during a marking period will have their names placed on the Merit Roll, providing that they are not deficient in any subject and have no incompletes. The Merit Roll will be published at the 20, 30 and 40 week marking periods.

## NATIONALHONORSOCIETY

The Senior High National Honor Society is an organization for students in grades 11 and 12. Admission to the society is based on the following criteria: service, character, leadership, and citizenship. In order to qualify for consideration, a student must have an academic average of 88. Throughout the school year the membership, under the direction of the faculty advisor, provides a variety of services to the school and community, the most notable being sponsorship of the Red Cross Blood Drive. Students are encouraged to consult the membership requirements posted in October.

Membership in the Society is one of the highest forms of recognition available for high school students. We encourage all students to work toward membership qualification.

### NewNationalHonorSocietySelectionCriteria

Our National Honor Society selection criteria was reviewed during the 2008-2009 school year. In order to ensure alignment with the National chapter as well as area schools, we have made the following changes effective September 2009;

1. The minimum GPA will increase from 85% to 88%.
2. An essay will be required as part of the application process.
3. Teachers will be provided with access to student applications enabling them to better assess applicants with regard to service and leadership.

The remainder of the selection process remains the same (CHANGES for 2009-2010 in bold print);

① All students will be notified through the district newsletter of the application procedure (it is also published in the Student/Parent Handbook).

① Cumulative grade point averages for all 11<sup>th</sup> and 12<sup>th</sup> grade students are calculated. Eligible students must have an average of 88% (85% for students entering 11<sup>th</sup> grade in 2009 only) or above with no quarter or final grade lower than a 70 during the previous year, and no loss of course credit due to non-compliance with the attendance policy.

① Applications are mailed to all eligible students. Students who do not receive an application, but wish to be considered must see the chapter advisor (Dr. Michelle Storie).

① Each eligible and interested student must return the student activity information form by the stated deadline. Late applications will not be accepted. This form documents the students co-curricular activities, leadership positions, community involvement awards and work experience. An essay is required as part of the application process. Applications will not be considered without a written essay.

① Every faculty member is given written criteria and asked to assess each candidate on the qualities of character and leadership, using a rating scale of 1-5. Faculty will be provided with access to student applications.

① A confidential faculty council, consisting of 5 volunteers is chosen. The members of this council are given copies of the student's activity information forms in order to rate the students on the quality of service.

① All rating forms are then tallied by the advisors and the results are given to the faculty council. The council meets to discuss each candidate's credentials. After due consideration, the council votes on each candidate. A simple majority qualifies a student for membership.

① Candidates are then notified by mail as to whether their application has been accepted or rejected for the current school year. Those students who are not selected for admission are encouraged to apply again for the following school year.

### NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is sponsored by the National Association of Secondary School Principals. It is a nationally recognized program for Junior High School students.

Students are chosen for membership in the National Junior Honor Society on the basis of scholarship, leadership, and character. All students have a fair and equal opportunity to be considered for membership. The selection process must be fair and non-discriminatory. The LaFayette chapter uses the following selection process:

☒ All students will be notified by letter of the application procedure.

☒ Cumulative grade point averages for all seventh and eighth grade students are calculated. Eligible students must have an average of 85 or above with no quarter or final grade lower than a 70 during the previous year, and no loss of credit due to attendance problems.

☒ Applications will be hand delivered to all-eligible students. A letter will be sent home to parents.

☒ Each eligible and interested student must return the application by the stated deadline. Late applications will not be accepted.

☒ Each student will deliver a recommendation form to three current or past teachers. The entire Junior High faculty may be asked for assessment of the student, using a 1-5 point scale.

☒ A confidential faculty council, consisting of five volunteers, is chosen. The members of this council are given copies of the student's activity information, applications, and teacher recommendations in order to rate the students on the qualities of service, leadership and character.

☒ All rating forms are tallied by the advisor(s) and given to the faculty council. The council meets to discuss each candidate's credentials. After due consideration, the council votes on each candidate. A simple majority qualifies the student membership.

☒ Candidates and parents are notified as to whether the application was accepted or rejected for the current semester. Those students not selected for admission are encouraged to apply again the following semester.

### GUIDANCE DEPARTMENT

School Counselors are available to provide the following services:

- Individual Counseling: Personal, Academic, Career, and Social.
- Small Group Counseling: School Success, Conflict Resolution, and Stress Management, coping with Grief and Loss
- College Planning, Career Education and Exploration.
- Consultation with Parents, Teachers, and Administration.
- Referral Services to outside agencies.

The goals of the counseling department include advocating for all students, assisting them to develop decision-making skills, and encouraging combined efforts between community, family and school to help students achieve maximum academic excellence. Please contact Mr. William O'Leary, Mrs. Kristeen Cool or Mrs. Danielle O'Mara for advisement.

Counselor Assignments:

- Director of Guidance/School Counselor Grades 10-12 – Mr. William O’Leary
- School Counselor Grade 7-9 – Mrs. Kristeen Cool
- Native American Liaison/School Counselor Grades 9-12 – Mrs. Danielle O’Mara

GENERALACADEMICINFORMATION

The NYS diploma types for the graduating class of 2012 are:

Regents diploma

Regents diploma with honors

Regents diploma with an advanced designation

Regents diploma with an advanced designation with honors

Local diploma

IEP diploma

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

Student Load:

Students are required to carry the equivalent of (6) units of credit. Students are encouraged to take more than the minimum load.

Report Cards:

Report cards are sent home four (4) times a year. Grades are also available online via MyGradeBook at any time (see p. 38)

Progress Reports:

Progress reports are mailed at the end of each 5 week marking period. Special progress reports are mailed at any time throughout the year, whenever they appear to be needed.

Grading System:

	<u>LetterEquivalent</u>	
90 - 100	A	Excellent Progress
80 - 89	B	Good Progress
70 - 79	C	Satisfactory Progress
65 – 69	D	Minimum Progress
Below 65	F	Unsatisfactory

Procedures for determining final grade for a course:

The grade for each marking period (4) is averaged with the final exam.

Full-year courses:  $\frac{4\text{markingperiods} + \text{finalexam}}{5} = \text{final grade}$

Half-year courses:  $\frac{2\text{markingperiods} + \text{finalexam}}{3} = \text{final grade}$

Graduation Requirements

NYS Regents Examinations – Minimum passing score of 65% required

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

Regentsw/AdvancedDesignation

– ELA

Global History

U.S. History

Mathematics (3)

Sciences (2)

Living Environment

Physical Setting

LOTE – (Language Other Than English)

RegentsDiploma English

English – ELA

Global History

U.S. History

Mathematics (1)

Science (1)

Minimum Course and Credit Requirements

Regents w/Advanced Designation

Regents Diploma

English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Art/Music/OCC Ed	1	1
Health	0.5	0.5
LOTE	3*	1
Physical Education	2	2
Electives	1.5	3.5
TOTAL	22	22

\* Students may substitute five credits in Occupational Education, Art or Music classes under certain circumstances to waive LOTE; however, continuing with a Language Other Than English is strongly recommended for college bound students.

Note: In individual cases, local diploma may be available

Classification

Class status and promotion to the next grade level will be determined solely by the earning of a prescribed number of credits during the course of each academic year. Additionally, a student must earn one (1) unit of English and one (1) unit of Social Studies as a part of the total credits earned each year.

Class status and promotion will be based on the achievement of the following number of credits in each grade level:

Grade I0	-	5 credits
Grade I1	-	11 credits
Grade I2	-	16 credits

Exceptions to this policy must be administratively approved. Seniors must go through an appeal process with the Principal and the Superintendent of Schools to make changes to their course load.

Online Courses

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

Independent Study and Acceleration

Students may be given permission to pursue an independent study program only in the following cases:

1. A scheduling conflict prevents a student from taking a necessary subject.
2. A student accelerates his or her high school program either because of unusual academic promise or for other reasons deemed appropriate by the Principal and the Director of Guidance.

In every case the following procedure will be observed:

1. The student will submit a written request signed by a parent or guardian.
2. The guidance staff and the administration will review the request. The Director of Guidance will consult with the appropriate faculty members and reach a decision regarding the request. (Depending on circumstances, a conference may be called involving parent, teacher & guidance).
3. If the request is approved, a learning contract will be drawn up between the student and the appropriate faculty member. The contract will cover student responsibilities, grading procedures, student/teacher meeting times, etc.

Accelerated students also may be given permission to double-up in a major subject area. The Student who plans on accelerating in this way must have parental permission and the approval of Guidance and Administration.

#### Challenging Credit:

Any student who wishes to challenge credit for a class must see the building principal or guidance counselor for procedures to earn such credit prior to enrolling in the course. For a full year class, this process must be done by June 1<sup>st</sup> of the previous year.

#### CumulativeGradePointAverage(GPA)andClassRank

1. Final weighted GPA will be completed at the end of seventh semester of Senior year. Weighting for all college-level courses will be done (even if course is not completed). This final GPA will determine Valedictorian and Salutatorian.
2. Teachers will include weighted grades on report cards for individual college-level courses.
3. All courses which offer college credit (AP, SUPA, PLTW, ESF, OCC) are weighted 1.08%. Any course taken on-site at a college is considered weighted by the college. Beginning with the 2010-2011 school year, all honors classes will be weighted 1.02%
4. Students in an ability-graded program shall not be included in the class ranking profile (this includes Big Picture students).

#### ParentMonitoringofStudentProgress

Throughout the year, there are many ways of monitoring student progress as a parent. The progressive steps parents can take are:

1. Ask your student to share his/her achievement with you, by monitoring the homework they are doing and asking to see finished work
2. Check out the LaFayette Schools website at [www.lafayetteschools.org](http://www.lafayetteschools.org) for a direct link to teachers, counselors, and administrators. If you do not have access to email, call the high school at 677-3131 to leave a message for the teacher
3. Teachers use MyGradeBook for recording grades. Parents and students have direct access to their assignments by using the password provided to the student. Please ask your child for their password. Please see a link on the High School website for directions on accessing your child's grades via [www.mygradebook.com](http://www.mygradebook.com).

#### SCHEDULECHANGEPOLICY

Schedule changes are permitted only during the first 10 days of school. Schedule changes are permitted in the event of computer error, incorrect course level, and course omission – drop S.H./add course, passing course in summer school, or program change within a subject area. All schedule changes after the second week must have the written approval by the building administration.

#### REGULATIONS FOR SCHEDULE CHANGES

1. Students will be not allowed to drop a course after schedules have been finalized in August. The master schedule is created by course selection done in the spring. It is altered to reflect June failures, administrative changes and late course changes. Students who wish to add a course due to a scheduling conflict may do so with teacher permission.
2. At the beginning of the school year requests for changes will be considered for the following reasons only:
  - a. Attendance at a Summer School program has altered the student's academic program.
  - b. Teacher recommendation concerning the student's placement in a particular course has changed. Written parental approval will be required.
  - c. Parent request. A parent/teacher conference is required. No program change (Advanced Regents with Designation to Regents) will be made without a parent conference.
3. During the first marking period request for changes will be considered for the following reasons only.
  - a. Academic performance indicates that the student has been misplaced. Written approval from the teacher and the parent will be necessary before Guidance affects the change.

b. Parent requests the change for social-personal reasons. Parent will be requested to meet the teacher and guidance counselor prior to effective change. No change is final until student and teacher receive notification in writing.

c. Guidance needs to give written notification of the drop/add to teacher (s). Teachers must sign off on this along with the guidance counselor, student and parent(s).

Before a change is made, students should keep in mind that each individual is required to carry a minimum of (6) credits per year.

ALL SCHEDULE CHANGES AFTER THE SECOND WEEK MUST HAVE THE WRITTEN APPROVAL BY THE BUILDING ADMINISTRATION.

### SUMMERSCHOOL

#### Senior High - Summer School Policy

Students failing English, Math, Science or Social Studies are strongly encouraged to attend summer school. To be eligible for Summer School, you must remain in the course through its completion, to year's end or to the end of the semester. Realize that if you fail multiple courses, this may prevent you from graduating as planned with your existing graduating class; it may require an additional semester or year to complete graduation requirements. Online courses may be an option, see p. 42.

## **ACADEMIC INTEGRITY/CHEATING/PLAGIARISMPOLICY**

This is a District-wide policy to which every student in every subject will be held accountable.

Academic integrity is essential for authentic learning. Not only will the student develop a good work ethic, but also the student will become a confident life-long learner.

### DEFINITION OF CHEATING:

*Webster's Collegiate Dictionary* defines cheating as violating the rules dishonestly or practicing fraud or trickery.

**Some examples of academic honesty** include borrowing a friend's note to study from, explaining to another student how to do example Math problems.

**Academically, some specific examples of cheating** include but are not limited to: bringing a cheat sheet to a test; getting answers to a test ahead of time from other students; having someone else (peers, siblings, parents) do the homework, assignment or project (this is often referred to as "helping"); and/or turning in an older sibling's work as one's own.

### DEFINITION OF PLAGIARISM:

Plagiarism is defined by *Webster's* as stealing or passing of the ideas, words or images of another as one's own; using a created production without crediting the source; committing literary theft; and/or presenting as new and original an idea or product derived from an existing source.

**Examples of academic integrity** include using quotations in a research project and citing the sources, using a previously created image as the basis for an art project and citing the source.

**Some specific examples of plagiarism** include but are not limited to: copying information, ideas, or images from books, encyclopedias, web sites, etc., and not indicating the source, buying a paper/essay off the internet, paying someone to do the work for you, inventing sources or page number references.

Students may be asked to turn in assignments both as a hard copy and on a computer disc in order to facilitate checking for plagiarism.

Students will be asked to sign a statement acknowledging their understanding of cheating and/or plagiarism and the consequences if they are caught.

Students will suffer the consequences of cheating regardless of the amount of plagiarism in the piece. In other words, whether the whole assignment or only part of it includes copying, the consequences will be the same.

### CONSEQUENCES:

Grade 7 – Zero credit for the original assignment. Students could re-do the assignment or be given an alternative assignment, at the discretion of the teacher. Only a maximum of 75% credit will be allowed for the second assignment. Written documentation (referral) will be recorded by the teacher.

Grade 8 – Zero credit for the original assignment. Students could re-do the assignment or be given an alternative assignment, at the discretion of the teacher. Only a maximum of 50% credit will be allowed for the second assignment. Written documentation (referral) will be recorded by the teacher.

Grades 9-12 – Zero credit for the assignment, no make up. Written documentation (referral) of the incident.

Should a student be caught cheating/plagiarizing on more than one occasion, a parent-teacher-administrator meeting will be held.

## CODE OF CONDUCT

This Code of Conduct is responsive to NYS Project S.A.V.E. (Safe Schools Against Violence in Education), Education Law 280, Section 100.2 effective July 1, 2001. Parents/Guardians are essential partners in our endeavor to maintain a safe and orderly environment where all children can learn.

We will collaborate with you to ensure our mutual responsibility for a safe and productive school year. We are all accountable. We will communicate our concerns to problem solve together. We will exhibit flexibility and adaptability when necessary. We will strive for cross-cultural understanding to enhance an atmosphere of respect. We will use our critical thinking skills to evaluate and respond to issues which may be divisive. We will be creative and innovative to address any obstacles which stand in the way of our ability to be successful students.

The Disciplinary Policy is a guide for disposition of standard discipline cases and indicates what can be expected when a student breaks a rule. Discipline cases with extenuating circumstances will be subject to administrative discretion. Recurring offenses by an individual may be subject to an increased level of discipline with the expectation of parental/guardian involvement for effective resolution.

### Disciplinary Procedures

Note:	ASD	After School Detention (2:45-3:15 for 1 <sup>st</sup> offense/2:30-5:20 for 2 <sup>nd</sup> offense and beyond)
	SAT	Saturday Detention
	ISS	In School Suspension
	OSS	Out of School Suspension

### Definition of Terms

A. Detention – Detaining a student after school hours

1. After School Detention – Time frame determined by schedule and staffing. Student will be detained after school hours with an expectation that the student will work on school assignments. Bus transportation will be available
2. Saturday Detention – Requiring student to serve a detention on a non-school day. No transportation to or from the school will be provided.

### Criteria for Saturday Detention

 Saturday Detention may be offered/assigned as an alternative to an In School Suspension, if a student has failed to attend or is unable to attend an assigned After School Detention

 Saturday Detention may be offered/assigned if an In School Suspension does not effectively address recurring inappropriate behavior

 Saturday Detention may be offered/assigned at parent/guardian's request for an alternative to In School Suspension

 Once assigned, failure to attend a Saturday Detention will result in an automatic Out of School Suspension for the subsequent school day and no alternative consequence will be available

### Conditions for Saturday Detention

1. Hours 8:30 am – 12:00 pm. If student is on time, he/she will be released at 11:30 am. If student arrives after 8:45 am, Saturday Detention will be denied and Out of School Suspension will be assigned.
2. Student must adhere to Saturday Detention guidelines which include, but are not limited to, silence, academic productivity, respect and cooperation. There will be no eating, sleeping, or talking in Saturday Detention. Failure to meet these expectations will result in automatic termination of Saturday Detention and Out of School Suspension will be assigned.

B. In School Suspension – (ISS) – Removing a student from his/her normal class schedule and placing him/her in an alternate location with supervision. Class work will be requested from his/her teachers with the expectation that the work will be completed during this time frame. ISS is generally assigned as one full day, but may be modified.

C. Out of School Suspension – (OSS) – Administration may exercise the authority to remove a student from school for up to 5 days. At the time of the suspension, parental/guardian notification is required and all attempts will be made to contact the parent/guardian by phone. Written notification will also be provided prior to suspension. During suspension, a student is entitled to 2 hours per day of tutoring to be arranged through Guidance. You and your son/daughter have the right to an informal conference with administration at which time he/she may give his/her version of events, and, upon request, you may question complaining witnesses. Please call the school if you wish to schedule a conference. During the course of this suspension, students are not permitted to attend any school functions, enter any school buildings or come on to any school property. A violation of this requirement may result in prosecution for trespassing and further school discipline.

D. Suspension from Transportation – If a student does not conduct him/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or superintendent. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal, and all parties involved, to discuss the conduct and the penalty involved if applicable.

E. Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges – A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

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

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

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

If the student poses an immediate danger, the teacher will

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

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

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

Principal's responsibilities triggered by teacher removal are

1. Notification of the parents within 24 hours of the reasons for the removal
2. On request, student/parent must be given an opportunity to discuss reasons with principal. Teacher will be asked to attend for clarification.
3. If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This should take place within 24 hours of removal.
4. Principal must decide, by the close of business on the day following the opportunity to be heard by the principal, whether or not the discipline will be set aside. Principal may only set aside discipline if:
  - The charges against the student are not supported by substantial evidence

- The student's removal is in violation of the law
- The conduct warrants suspension and the suspension will be imposed.

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

G. Chronic Offenders - If consequences are deemed ineffective after numerous attempts to modify behavior which interrupts the educational process, an informal meeting with the principal will occur. Parents/guardians will be contacted to take the student home for the remainder of the day. A conference will be arranged. Parental involvement will be mandated as a key component to rectify misbehavior.

H. Disruptive Student – An elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

I. School Property – In or within any building, structure, athletic playing area, playground, parking lot or land contained within the real property boundary line on a public elementary or secondary school, or in/on a school bus as defined in Section 142 of the NYS Vehicle and Traffic Laws.

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

K. Violent Student – A student under the age of 21 who:

- ~ Commits an act of violence upon a school employee, or attempts to do so.
- ~ Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
- ~ Possesses, while on school property or at a school function, a weapon.
- ~ Displays, while on school property or at a school function, what appears to be a weapon.
- ~ Threatens, while on school property or at a school function, to use a weapon.
- ~ Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- ~ Knowingly and intentionally damages or destroys school property.

L. Weapon – A firearm as defined in the Gun-Free Schools Act (18 USC Section 921) as well as any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used for such purposes.

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

Direct Bullying – the bully confronts the victim face to face. Examples include verbal harassments, threats, physical attacks or social embarrassment.

Indirect Bullying – the bully attacks the victim's social standing or reputation, usually when the victim is not around. Examples would include spreading malicious gossip, writing insulting graffiti, organizing a peer group to ostracize classmates, staring, pointing at the victim.

Cyber Bullying – While LaFayette Junior-Senior High School students do not have online email access, cyber bullying off campus may have in-school implications. Cyber bullying includes:

- Harassment – repeated rude and insulting messages
- Flaming – a message that contains angry and vulgar language
- Cyber Stalking – persistent threats of harm that make a person fear for his/her safety
- Denigration – cruel gossip that damages someone's reputation or friendships

- Impersonation – breaking into someone’s account, posing as that person, and sending messages to make him/her look bad or to get him/her into trouble
- Trickery – fooling someone into sharing secrets that are then sent to others
- Exclusion – barring someone from a group, such as a buddy list or game

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

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

N. Sexting – The use of a cell phone to take and send a sexually explicit phot to another cell phone use, with or without the consent of the person pictured. Federal law regards child pornography as “any visual depiction of a minor (any person under the age of 18) engaging in sexually explicit conduct.” New York law regards a “child” as less than 16 years of age and violations of New York’s child pornography laws are listed as felonies.

O. Hazing – Hazing means committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical, or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student’s willingness to participate (conduct has the potential to endanger the mental or physical health or safety of a student).
2. Any hurtful, aggressive, destructive or disruptive behavior such as striking, whipping, sleep deprivation, restraint or confinement, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Substance Abuse – use or abuse of tobacco, alcohol or illegal drugs.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to emotional, physical or psychological stress, dignity of the students or discourages the student from remaining in school.
5. Any activity that causes the student to perform a task or act that involves violation of state or federal law or of school district policies or regulations.

Reporting Hazing – In order for the Board of Education to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of hazing, and persons with knowledge of hazing report the incident immediately to the appropriate supervisor. The district will promptly investigate all complaints of hazing either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

P. Informal Conference – Pursuant to New York State Education Law section 3214(3), the suspending authority must notify the student of the charged misconduct, and if the student denies the charges, provide the student with an explanation of the suspension. On request, the student and the student’s parents must be given an opportunity for an informal conference with the building principal. At the informal conference, the student and/or the student’s parent has a right to present the student’s version of the incident and to question the complaining witnesses against the student. When suspension of a student for five days or less is proposed, the district must immediately provide the parents with written notice delivered by personal messenger, express mail, or an “equivalent means reasonably calculated to assure receipt” within 24 hours of the decision to propose suspension. Although notification of the proposed suspension must be provided where possible by telephone if the district has the parent’s phone number, oral notification is not sufficient notice even when followed by same day regular mail notification.

Q. Technology and the Right to Privacy - We respect the right for staff and students to be notified if they will be videotaped, audiotaped, recorded, photographed and/or imaged in any manner. Any unauthorized videotaping, audiotaping, photographing, recording and/or imaging of a student or staff member will be regarded as a violation

of this right to privacy and will result in one or more of the following consequences dependent upon the situation and implications of the offense;

- Out of School Suspension
- In School Suspension
- Notification of Law Enforcement
- Superintendent's Hearing

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

#### CLASS I INFRACTION

Defined as – The possession of a dangerous weapon

- Guns
  - Knife
  - Jackknife
  - Mace
  - Pepper Gas
  - Martial Arts Weapons
  - Bombs
  - Fireworks
  - Any object that may cause bodily harm and/or injury
- Consequences for a Class I Infraction include, but are not limited to
- Out of School Suspension
  - A Superintendent's Hearing, and/or
  - Notification of Law Enforcement
  - Youth Court Option (when applicable)

#### CLASS II INFRACTION

Defined as the following

- Possession, Distribution and/or Sale of Substance (see Drug/Alcohol Policy)\*
  - Possession of Toy Weapon
  - Indecent Exposure
  - Fighting
  - Assault
  - Theft
  - Arson
  - Possession/Use of Tobacco, Tobacco Products, Lighter/Matches
  - Gambling
  - Bomb Threats
  - False Alarms
  - Computer Tampering (See Computer Use Policy)
  - Misuse of Technology (See Computer Use Policy)
  - Any Act That Endangers the Safety, Health or Well Being of Students/Staff/Building;  
Unacceptable Social Behavior
  - Non-Sanctioned Senior Skip Day/Non-Sanctioned 'Class' Skip Day
  - Personal Threats Against Staff, Students or Anyone
- Consequences for a Class II Infraction include, but are not limited to
- In School Suspension
  - After School Detention
  - Saturday Detention
  - Suspension from Computer Use
  - Pass Restriction
  - Out of School Suspension
  - A Superintendent's Hearing, and/or

- Notification of Law Enforcement
- Youth Court Option (when applicable)

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

### CLASSIIINFRACTION

Defined as the following

- Verbal and/or Sexual Harassment
  - Bullying
  - Excessive Arguing with Staff Member
  - Defacement of School Property/Vandalism
- Consequences for Class III Infractions include, but are not limited to
- Restitution
  - Reimbursement
  - In School Suspension
  - After School Detention
  - Pass Restriction
  - Sexual Harassment Hearing
  - Out of School Suspension
  - A Superintendent's Hearing, and/or
  - Notification of Law Enforcement
  - Youth Court Option (when applicable)

### CLASSIVINFRACTION

Defined as the following

- Truancy/Out of Building Without a Pass
  - Failure to Reimburse an Activity
  - Altering/Forging Passes
  - Cheating (See Academic Integrity Policy)
  - Cafeteria Disruption (See Cafeteria Etiquette)
  - Driving Self/Others Without Permission
  - Reckless Driving on School Property
- Consequences for Class IV Infractions include, but are not limited to
- Revocation of Driving Privileges/Vehicle May Be Towed
  - In School Suspension
  - After School Detention
  - Pass Restriction
  - Reimbursement/Restitution
  - Out of School Suspension
  - Superintendent's Hearing, and/or
  - Notification of Law Enforcement
  - Youth Court Option (when applicable)

### CLASSVINFRACTION

Defined as the following

- Tardy
- Excessive Display of Affection
- Foul/Obscene Language and/or Gestures
- Insubordination
- Class Cut
- Class Disruption
- Unauthorized Elevator Use
- Clothing (disruptive to the educational process)\* (See Dress Code)

- Hats/Scarves\* (See Dress Code)
- Unacceptable Bus Behavior (See Bus Behavior)
- Unauthorized Cell Phone, Camera Phone, Video Phone Use
- Unauthorized Use of CD Players, IPODs, etc. During the School Day

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

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

STUDENT PROTESTS – No activities are permitted on school grounds which interrupt the academic mission. As always, failure to attend classes may result in both academic and behavioral consequences.

DRESSCODE

The underlying reasons for dress codes are student health and safety, maintaining classroom discipline, promoting student self-respect, discouraging peer pressure, decreasing criminal activity as it relates to gang violence and monitoring intruders. Student attire may express personal, political or religious views unless the expression creates a material and substantial disruption to the educational environment or interferes with rights of others. The U.S. Supreme Court ruled in the 2007 Morse V. Frederich case to "...allow schools to restrict student expression that they reasonably regard as promoting illegal drug use." LaFayette has established the following dress code:

Inappropriate attire includes the following:

- 1) Clothing depicting and/or promoting any illegal activity, including but not limited to violence, drugs, tobacco or alcohol.
- 2) Clothing which is indecent, obscene and/or sexually explicit, for example, tube tops, halter tops, short shorts (less than a 5" inseam), mini-skirts, exposed undergarments.
- 3) Clothing which is derogatory toward gender, race, and/or religion.
- 4) Clothing which is distracting as to interfere with the teaching or learning process.
- 5) No hats, scarves, or hoods are permitted between the first and last bells of the day.
- 6) Outerwear (unless warranted by building climate conditions)
- 7) Sunglasses do not need to be worn in the building (on the head, face, around the neck) unless medically necessary.

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

SEXUALHARRASSMENTPOLICY

The LaFayette Central School District Sexual Harassment Policy prohibits employees, students and other individuals from making unwelcome sexual advances, requests for sexual favors, threats and other verbal or physical conduct of a sexual nature to other employees or students when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education, or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or (3) such has the purpose or effect of unreasonably interfering with an individual's work or school performance, or creating an intimidating, hostile or offensive working or learning environment. Examples of conduct that may be interpreted as sexual harassment include, but are not limited to, lewd or sexually suggestive comments; off-color language; jokes of a sexual nature; sexual slurs and other verbal, graphic or physical conduct relating to an individual's sex; and the display of sexually-explicit pictures, greeting cards, articles, books, magazines, photographs, or cartoons. The Superintendent is the designated equal opportunity coordinator and any violation should be brought to his/her attention.

## NOTIFICATION OF OUTSIDE AGENCIES/PARENTS

1. Law enforcement will be notified of code violations which constitutes a crime, including but not limited to the following:
  - Possession of dangerous weapons (see Class I infractions)
  - Possession, distribution and/or sale of alcohol, narcotics, or any illegal substance
  - Indecent exposure
  - Assault
  - Theft
  - Arson
  - Vandalism/defacement of school property
  - Bomb threats
  - False alarms
  - Personal threats against staff, student, or anyone
2. Parents are notified of code violations. All referrals are mailed home.
3. Referrals are made to criminal court and PINS petitions are filed when the Guidance Department counselors, the Student Assistance Counselor, administrators, the school nurse, and/or a pupil study team consisting of representatives from above, believe that internal efforts to remediate ungovernable and/or persistently truant students have been unsuccessful. Administration and/or Guidance may initiate the referral.
4. Human Service Agencies are contacted at the discretion of Guidance counselors and/or the administration. Generally a pupil study team will meet to determine the necessity of the referral and guidance counselors will initiate the contacts.

## DUE PROCESS

A student and/or parent who has concerns regarding the application of any policy may make an appeal in the following order: the Building Principal, the Superintendent of Schools, the Board of Education, the NYS Commissioner of Education.

## The Role of Teachers, Administrators, Other School Personnel, the Board and Parents

### Role of Teachers and Staff

- Explain rules of behavior to students
- Enforce school rules and maintain order
- Fairness and consistency in enforcing school rules
- Reinforce desired behavior
- Refer students to counselors when appropriate
- Model appropriate standards of conduct, dress, language and respectful treatment of others

### Administrators

- Take leadership role in establishing rules of conduct
- Make rules known to students, staff and parents
- Enforce school rules and maintain order
- Fairness and consistency in enforcing school rules
- Communicate and work with parents to help modify student behavior
- Reinforce desired behavior
- Refer students to counselors when appropriate
- Model appropriate standards of conduct, dress, language and respectful treatment of others

### Board of Education

- Establish broad policy objectives for:
  - Good conduct
  - Promoting a safe and productive learning environment
- Authorize administration to enforce policies within legal boundaries
- Model appropriate standards of conduct, dress, language, and respectful treatment of others

## Parents

- Ensure regular and punctual student attendance
- Know the rules of conduct and the consequences and encourage student compliance
- Instill respect of law, authority, rights of others
- Model appropriate standards of conduct, dress, language and respectful treatment of others

## SCHOOLSEARCHES

### Searches of students and their belongings

Both the United States Supreme Court and the NY Court of Appeals have held that the Fourth Amendment's protection against unreasonable searches and seizures is applicable to students in public schools. There are two different standards the courts use to determine whether a school search is reasonable under the Fourth Amendment. The courts will consider some school searches to be reasonable upon a showing that the search was reasonable under the circumstances (similar to the standard of reasonable suspicion while other school searches will only be reasonable if there is a probable cause. Both police and school officials are government actors. The standard applicable to a given search depends on who is conducting the search and the reason for the search. Traditionally the cases fall into two categories as follows:

- Searches by school officials and SRO's will be lawful as long as the search is reasonable under the circumstances.
- Searches by police officers must be supported by the higher standard of probable cause.

In order to be reasonable under the circumstances a search by school officials must be:

1. Justified at its inception, and
2. Reasonably related in scope to the circumstances which initially justified the interference.

- Under ordinary circumstances, a search of a student by a school official will be justified at its inception where there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating the law or a school rule.

- The search will be reasonably related in scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age of the student and the nature of the infraction.

## LOCKERS

All students will be issued lockers at the beginning of the school year. It is the responsibility of each student to see that his/her locker is kept in order and locked. Do not keep valuables in your locker, and do not give out your combination. The school is not responsible for items lost or taken from lockers. If your locker is not working properly, report it to the Main Office immediately. You may not use a personal lock. You may only use a lock issued by LaFayette Jr./Sr. High School.

You may use your locker to store school-related materials and authorized personal items. You may not use your locker to store illegal or unauthorized items, items in violation of school policy or rules, or any other items that are determined by authorized school personnel to be a potential threat to the health, safety or welfare of you or others.

It is important to distinguish between the search of a student and the search of a locker, desk or other item which, while assigned to the student, belongs to the school.

Please know

- that the school owns and controls all the lockers
- that the lockers are provided for the storage of school related material only
- that students should not expect privacy in anything they place in the locker
- that lockers are secured only to maintain privacy between students
- that the school has the authority to access the lockers at any time and to inspect the contents.

Lockers may be opened and searched at any time. This may be done without prior notice, without a search warrant, and without consent by the student, parent or guardian. Inspections may be conducted by authorized school personnel and/or law enforcement officials. At times, they may be conducted with the assistance of drug-detecting dogs.

Random or blanket searches of school lockers and their contents help deter violations of school rules, ensure proper maintenance of school property, and provide greater security for students and personnel. Therefore, the school may search lockers and their contents at any time on a blanket or random basis. (This means a search of either all of the lockers or randomly selected lockers in the entire school building or part of it.) A search may be conducted without warning, and without the need for suspicion that prohibited items are present in a particular student's locker.

The school may search a particular locker or lockers when there is reasonable suspicion that the locker(s) being searched contains prohibited items. School officials may seize any prohibited item that are found. Such items may be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials.

#### PUBLIC CONDUCT ON SCHOOL PROPERTY

In our vigilant efforts to promote a safe, respectful environment, it is necessary to place restrictions on public conduct on LaFayette School District property and at school functions. The following code is intended to maintain public order and protect the rights of others:

##### NO PERSON OR PERSONS MAY:

- 1) Injure, threaten or harass others
- 2) Damage or remove District property
- 3) Disrupt classes, games, programs, activities, events
- 4) Distribute/display/wear materials that are obscene, libelous, advocate illegal activity, and/or are disruptive to the educational programs
- 5) Intimidate, harass or discriminate on the basis of race, color, rationality, religion, age, sex, sexual orientation, or disability
- 6) Enter any portion of school premises without authorization
- 7) Obstruct or impede the movement of any person in any place that this code applies
- 8) Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function. We are a "Drug Free School Zone" and harsh legal penalties apply.
- 9) Possess/use firearms or other weapons including but not limited to air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the LaFayette School District.
- 10) Loitering on school property
- 11) Gambling on school property or at school functions
- 12) Inciting others to commit acts prohibited by this code
- 13) Refusal to comply with any lawful order of District officials in performance of their duties
- 14) Violation of any federal or state statute, local ordinance or board policy while on school property or at a school function.

##### Penalties for Violation of This Code

Penalties will range from request to comply with the code to summoning of law enforcement and potential criminal prosecution. Students, faculty members are subject to immediate ejection and possible further disciplinary action.

##### Enforcement

The Superintendent shall be responsible for enforcing the conduct required by this code. The superintendent may designate the other LaFayette School District staff who are authorized to take action consistent with the code.

When the Superintendent or his/her designee(s) sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited, and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from LaFayette School District property or

the LaFayette School District function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The LaFayette School District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

### STUDENTS WITH DISABILITIES

Overview of the Disciplinary Process for Students with Disabilities in New York State:

If a student violates the school code of conduct and is being considered for a suspension or removal, school personnel must ensure the following due process protections are provided to the student and to the student's parent(s). For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice (section 3214 notice), and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension which describes the basis for the suspension and explains that the parent or guardian has a right to request an informal conference with the principal prior to the proposed suspension to discuss the incident and question any complaining witness(es) against the student. For suspensions in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by either the superintendent or hearing officer designated by the superintendent at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charged and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

In addition to the above, which apply to all students in New York State, there are additional procedures and protections that apply to students with disabilities including:

- the provision of a free appropriate public education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year;
- the responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- the determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement;
- an expedited process (expedited due process hearings) to resolve disagreements between parents and schools regarding certain disciplinary actions;
- protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability ("student presumed to have a disability for discipline purposes"); and
- expedited evaluations of students suspected of having a disability during the time the student is suspended.

#### Disciplinary Change in Placement

A suspension or removal from a student's current educational placement that is either:

- for more than ten consecutive school days; or
- for a period of ten consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspension or removals to one another.

### CRITERIA FOR #504 REHABILITATION ACT OF 1973

The following criteria must be met in order for a student to qualify for a #504 Accommodation Plan. Under the Rehabilitation Act, a handicapped person includes anyone whom:

Has a physical or mental impairment, which substantially limits one or more major life activities (caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, and learning). For information please contact the Committee on Special Education Chairperson.

## TECHNOLOGY/INTERNET

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

### LAFAYETTE CENTRAL SCHOOLS POLICY 7314 INSTRUCTION

#### ACCEPTABLE COMPUTER USE POLICY BY STUDENTS AND STAFF

The LaFayette Central School District recognizes that computers are used to support learning and to enhance instruction. Computer information networks allow people to interact with many other computers and networks. It is a general policy that all computers are to be used in responsible, efficient, ethical and legal manner.

The LaFayette Central School District declares that when accessing or using school computers, networks or the internet, unethical or unacceptable behaviors just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any activity through which an individual:

- Uses the information networks for illegal, inappropriate, or obscene purposes, or in support of such activities shall be defined as those which violate local, state and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.
- Personal use of the LaFayette Central School computer equipment will be allowed as long as the equipment/hardware does not have to be in service for educational/instructional purpose at that time. (Exception being: personal use of Internet access not being used for school/educational purposes.
- Uses the information networks for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright license agreements and other contracts.
- Intentionally disrupts information network traffic or crashes the network and connected systems.
- Degrades or disrupts equipment or system performance.
- Uses LaFayette Central School District computing resources for commercial or financial gain or fraud.
- Steals data, equipment or intellectual property.
- Gains unauthorized access to the files of others, or vandalizes the data or files of another user.
- Gains or seeks to gain unauthorized access to resources or entities.
- Forges electronic mail messages, or uses an account owned by another user.
- Invades the privacy of individuals.

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\*\*\* We respect the right of staff and students to be notified if they will be videotaped, audiotaped, recorded, photographed, transmitted, and/or imaged in any manner. Any UNAUTHORIZED videotaping, audiotaping, photographing, recording, transmitting and/or imaging of a student or staff member with the intent of distributing, broadcasting, and/or posting for public access will be regarded as a deliberate violation of this right to privacy and will result in one or more of the following consequences dependent upon the situation, implications and scope of the offense. Please be aware that criminal prosecution may be mandated as civil and criminal law broadly protects an individual's right to privacy. Victims are well within their right to levy charges beyond the scope of school authority.

Consequences:

In School Suspension

Out of School Suspension Notification of  
Law Enforcement Superintendent's Hearing

Parents/guardians who do not wish their child to use the Internet must inform the district in writing.

The acceptable computer policy which the students and parent/guardian must read states unacceptable/unethical behaviors is just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any infraction of the stated rules.

Students are not allowed to play computer games while using computers in the classroom, lab or library. (Non-educational games.) Nothing should be downloaded to district owned computers without permission from the Network Administrator or District Technology Coordinator. This includes, but is not limited to, the use of disks and CD's.

If a student violates the rules, consequences of violations include, but are not limited to:

1. Suspension of information network access;
2. Revocation of information network access;
3. Suspension of network privileges;
4. Revocation of network privileges;
5. Suspension of computer access;
6. Revocation of computer access;
7. School Suspension;
8. School Expulsion; or
9. Legal action and prosecution by the authorities.

#### Remedies and Recourse

Anyone accused of any of the violations has all the rights that would normally apply if such a person were accused of school vandalism or any other illegal activity.

The District has the right to restrict or terminate network access at any time for any reason.

The District further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.

#### THE FOLLOWING IS THE SCHEDULE OF CONSEQUENCES FOR MISUSE OF THE INTERNET:

1. Inappropriate Use – as defined in Board Policy #7314 as a violation of intended use, will result in denied access for a minimum of 2 weeks for the first offense. Subsequent offense(s) will be regarded as flagrant disregard of Board policy and will result in up to 20 weeks of denied access.
2. Use for Purpose(s) of Obscenity – as defined by Board Policy #7314 as material that is sexually explicit, indecent or vulgar, and a violation of generally accepted social standards, will result in immediate revocation of internet access from the date of the offense to the end of the school year with possible extension into the next school year.
3. Illegal Use – as defined in Board Policy #7314 as the use of another person's account, violation of copyrights, license agreements, contracts forging electronic mail, use of computer resources for commercial purposes or fraud, invasion of privacy, and personal threats, will result in the revocation of internet access for one year with possible extension, and additionally, in school suspension, out of school suspension, initiating legal action, and/or a Superintendent's Hearing.
4. Damage to Equipment or System – as defined in Board policy #7314 as the degrading/disrupting/destroying of equipment or system performance, stealing data, equipment or intellectual property etc., will result in revocation of internet access/equipment for one year with a possible extension, and additionally, in school suspension, out of school suspension, initiating legal action, and/or a Superintendent's Hearing.
5. The LaFayette Central School District is using X-Stop as its Internet Filtering System to meet Federal E-Rate Guide Lines and the CIPA (Child Internet Protection Act). Any intentional efforts to circumvent the use of this filtration software will result in the revocation of all network access to any student/staff of the LaFayette Central School District.

## LAFAYETTESTUDENTEMAILRULES

LaFayette students will each be provided with an email account. LaFayette District student email is to be used ONLY for educational purposes and school related business.

### RulesandRegulationsforStudentEmailUse

1. I will send only to people I know.
2. I will get teacher permission to mail to people I do not know.
3. I will keep my message short and to the point.
4. My messages will be polite and friendly and contain no offensive language.
5. I will have a reason to send a message.
6. I will put in a subject in the subject box.
7. I will use the proper greeting and sign my name.
  - a. Name of the receiver of the message.
  - b. Message.
  - c. Sign my first name only.
8. I will double-check my message before sending.
9. I will double-check my address box before sending.
10. I will delete unnecessary messages in my In Box.
11. I will notify my teacher if I receive junk mail or offensive messages.
12. I will not send any software (games, programs, etc.) through e-mail.
13. I will get permission from my teacher before sending any pictures through e-mail.
14. I will not allow anyone else to use my account.

### NOCHILDLEFTBEHINDACT

Pursuant to the Federal No Child Left Behind Act signed into law in January 2002, the School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of our high school students. However, the District must also notify parents of their rights and the rights of their children to request, in writing, that the District not release such information if it is requested.

Parents, or students who are at least 18 years old, wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign and return the NCLB form. If you need a form, you can contact the Main Office at 677-3131.

## Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are:

(2) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(3) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(4) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that LaFayette Central School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the LaFayette Central School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the LaFayette Central School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the LaFayette Central School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 18, 2008. The LaFayette Central School District has designated the following information as directory information: [NOTE: an LEA may, but does not have to, include all the information listed below.]

Student's Name	Participation in officially recognized activities/sports
Address	Telephone Listing
E-Mail Address	Weight/Height for athletic teams
Photograph	Degrees, honors, and awards received
Date and place of birth	Major field of study
Dates of attendance	Grade Level
Most recent educational/institution attended	



**LAFAYETTE JUNIOR-SENIOR HIGH SCHOOL**

**LaFayette, New York 13084**

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

**Print Name**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# LAFAYETTE ALMA MATER

Hail LaFayette, we pledge allegiance to you.

Here is our motto:

We are one for all, and all for LaFayette, And here's to our school,

And long on high may she rule. Forever more you will find us,

Always loyal and true.



**LaFayette Jr./Sr.  
High School**



**COACHES' HANDBOOK**

**INTRODUCTIONS TO PHILOSOPHY ..... SECTION I  
AND ETHICS**

**COACHING REQUIREMENTS.....SECTION II**

**POLICIES AND PROCEDURES.....SECTION III**

**SELECTIVE CLASSIFICATION..... SECTION IV**

**O.H.S.L. HANDBOOK.....SECTION V**

**SECTION I**

**INTRODUCTIONS TO PHILOSOPHY AND ETHICS**

## **INTRODUCTION**

Welcome to the LaFayette coaching staff. Professionalism, sportsmanship and our children are our staff's priorities. Please take the time needed to read this pamphlet in its entirety. It is designed to make your acclimation to our school and procedures run as smoothly as possible. Our experienced coaching staff has created this easy-to-read handbook that is designed to answer your questions as you progress through your season.

This coaching handbook will provide you with much information necessary to formulate your coaching organization and help in making coaching decisions.

Please do not hesitate to discuss any questions you may have with other coaches and the Athletic Coordinator.

· Communication is one key to our success.

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**“Participation in sports is a privilege, a privilege that must be earned by hard work, testing one’s talents and appropriate behavior”.**

## **DISTRICT BACKGROUND**

**Jerry Kelly**  
**Athletic Coordinator**  
LaFayette Jr./Sr. High School  
3122 Route 11, North  
LaFayette, New York 13084  
(315) 677-3087  
E-mail: [jkelly@lafcs.cnyric.org](mailto:jkelly@lafcs.cnyric.org)

The LaFayette Central School District is comprised of three schools:

1. **LaFayette Jr.-Sr. High School (Grades 7-12)**  
3122 Route 11, North  
LaFayette, New York 13084  
(315) 677-3131

**Principal: Mrs. Paula Cowling**  
E-mail: [pcowling@lafcs.cnyric.org](mailto:pcowling@lafcs.cnyric.org)

2. **Onondaga Nation School (Grades K-8)**  
Route 11A  
R.R.#1 Box 270  
Nedrow, New York 13120  
(315) 469-6991

**Principal: Mrs. Carol Erb**  
E-mail: [cerb@lafcs.cnyric.org](mailto:cerb@lafcs.cnyric.org)

3. **C. Grant Grimshaw School (Grades K-6)**  
5955 Route 20 West  
LaFayette, New York 13084  
(315) 677-3152

**Principal: Mrs. Dona McIntyre**  
E-mail: [dmcintyre@lafcs.cnyric.org](mailto:dmcintyre@lafcs.cnyric.org)

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**LaFayette's Superintendent is Mark Mondanaro.** The District Office's telephone number is (315) 677-9728. E-mail: [mmondanaro@lafcs.cnyric.org](mailto:mmondanaro@lafcs.cnyric.org).

**The Transportation Supervisor is Mr. Daniel Sawkins.** The bus garage telephone number is (315) 677-9700. E-mail: [dsawkins@lafcs.cnyric.org](mailto:dsawkins@lafcs.cnyric.org).

### COACHING CERTIFICATION

The following excerpts are taken from Section 135.4 (7) of the Commissioner's Regulations and guidelines as amended effective July 8, 1988 and promulgated by the State Education Department. Please note, especially; item number nine – the new requirement of child abuse study for temporary license renewal:

1. Certified physical education teachers may coach any sport in any school.
2. All non-physical education certified teachers who start coaching inter-school athletic teams in any capacity at any level in New York State schools on or after September 1, 1974, must satisfactorily complete an approved pre-service or in-service education program for coaches. These persons must complete an approved course in philosophy, principles and organization of athletics in education within two (2) years from the date of appointment as a coach; and within three (3) years of employment as a coach, complete a course on health sciences applied to coaching and complete a folder on theory and techniques of coaching the sport(s) for which she/he is employed.
3. A person who was legally coaching inter-school athletic teams in New York State prior to 9/1/74 may continue to coach any sport in the district which employs him/her as a classroom teacher.
4. The Superintendent of Schools is responsible to see that all coaches required to take courses do so in a timely fashion.
5. Each school district is responsible for keeping permanent records on persons who have been or are coaching in that district.
6. Coaches who must meet these requirements and who coach non-strenuous/non-contact activities (bowling, golf, archery, revelry, shuffleboard and table tennis) must minimally complete a course in "Philosophy, Principles and Organization of Athletics in Education".
7. Coaches who must meet these requirements and who coach strenuous/contact activities (virtually all sports not listed in #6 above) must, in addition to the "Philosophy" course, complete courses in "Health Sciences Applied to Coaching" and "Theory and Techniques of Coaching".
8. In addition to the 4 courses outlined above, coaches must complete the first aid course and first aid refresher courses as specified in Section 135.5 of the Commissioner's Regulations.
9. Applicants for temporary coaching licenses must submit evidence of study in child abuse and maltreatment for the first renewal of such license but not for the initial temporary coaching license.

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If you have any questions about these coaching requirements or courses, please feel free to contact the Athletic Coordinator at (315) 677-3087.

**135.5 FIRST AID KNOWLEDGE AND SKILL  
REQUIREMENT FOR COACHES**

- (a) Coaches of extra-class periods in physical education, as defined in subdivision (h) of Section 135.1 of this Part, shall meet the requirements of this section.
  - (b) Except as provided in subdivision (c) of this section, all coaches must hold valid certification in first aid knowledge and skill, including instruction in the administration of adult cardiopulmonary resuscitation, as issued by the American national Red Cross or meet equivalent requirements as set forth in this section.
  - (c) By January 15, 1993 all coaches employed on or after January 15, 1992 must hold valid certification in first aid knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation as issued by American Red Cross or meet equivalent requirements as set forth in this section.
  - (d) For the purpose of this section, the following shall be deemed as equivalent to certification in first aid knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation as issued by the American National Red Cross:
    - (1) completion of an approved course for coaches in first aid knowledge and skills, including instruction in administering adult cardiopulmonary resuscitation;
    - (2) completion of an approved college or university knowledge and skills course including instruction in administration of adult cardiopulmonary resuscitation;
    - (3) completion of approved college or university courses in athletic training and sports medicine, which include knowledge and skills, including instruction in administration of adult cardiopulmonary resuscitation; or
    - (4) Equivalent experience which is approved by the Commissioner of Education.
    - (5) Theory and Techniques (Sport Specific)
  - (e) Except as provided in subdivision (c) of this section, prior to the start of each sports season, coaches must provide valid evidence to their chief school officer that their first aid and adult cardiopulmonary resuscitation knowledge and skills are current pursuant to the requirements established by the American National Red Cross or that they meet equivalent requirements as set forth in subdivision (d) of this section.
-

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Teacher Certification  
Empire State Plaza  
Albany, New York 12230

DATE:

Temporary coaching licenses are issued based on employment as a coach in a public school district where certified and qualified coaches are not available, and based upon completion of approved pre-service or in-service courses. Certified individuals are not issued temporary coaching licenses and should contact the Division of Physical Education, State Education Department, Albany, New York 12234 for information.

The requirements for temporary coaching license are follows:

1. \_\_\_\_\_ Initial temporary coaching licenses require completion of an approved first aid course of at least 12 clock hours, such as the American Red Cross course, Sports Injury: Emergency First Aid Care and Prevention, or First Aid for Coaches, or a first aid course approved by the Division of Physical Education. Finger printing is required for all new coaches.
2. \_\_\_\_\_ First renewal of a temporary coaching license requires enrollment in, or completion of, an approved course in Philosophy, Principles and Organization of Athletics. The course must be completed before the license can be renewed again.
3. \_\_\_\_\_ For your next license, submit Department copy of "Certificate of Completion" showing completion of two hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. The coursework or training must be taken from a provider that has been approved by the Education Department. For a list of providers, write to: The State Education Department, Bureau of Professional Education Review, Office of the Professions, Cultural Education Center, Albany, New York 12230.
4. \_\_\_\_\_ Within 3 years of the first temporary licensure as a coach, the applicant must complete additional approved pre-service or in-service courses:
  - A. \_\_\_\_\_ Health science applied to coaching.
  - B. \_\_\_\_\_ Theories and Techniques of coaching the sport to be coached.
  - C. \_\_\_\_\_ Philosophy – Principals and Organization of Athletics in Education.
  - D. \_\_\_\_\_ Two hour Violence Prevention Training .

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For non-strenuous/non-contact sports, only courses described in #1 and #2 are required.  
Approved coursework may be taken at registered New York colleges or universities, through  
Boards of Cooperative Education Services, local school districts, and various athletic associations.

5. \_\_\_\_\_ You are being issued a temporary coaching license for service during this year. This will be sent to your school. Please note the item(s) checked above regarding future licenses.



- f. Have you ever forfeited bail bond posted to guarantee your appearance in court to answer any charges?  YES  NO
- g. Have you ever had a teaching credential revoked, suspended or annulled?  YES  NO
- h. Have disciplinary proceedings ever been initiated against you pursuant to New York State Education Law Section 3020?  YES  NO

If you answered YES to any of the questions above, provide on a separate sheet of paper the specifics or an explanation for the response. If you elect not to provide specifics, however, or if such an explanation is insufficient, a confidential investigation will be initiated. None of the above circumstances represents an automatic bar to teacher certification.

**8. AFFIDAVIT** Under the penalties of perjury, I declare and affirm that the statements made in the foregoing application, including accompanying statements, are true, complete, and correct.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Applicant)

**9. EMPLOYING SUPERINTENDENT'S STATEMENT**

This certifies that the board of education has determined that neither (a) a certified teacher of physical education nor (b) a certified teacher with coaching qualifications and experience is available in accordance with Section 135 4(c)(7)(i)(c)(3) of the Regulations of the Commissioner of Education. The employing school district should maintain evidence that such individuals have not applied for the coaching position for which a waiver is sought, and that there are not readily available for recruitment the certified individuals described above to coach this sport activity.

\_\_\_\_\_  
(Name of Sport Activity)

\_\_\_\_\_  
(Effective Date)

\_\_\_\_\_  
(Signature of Superintendent of Schools)

\_\_\_\_\_  
(School District)

Subscribed and sworn to before me  
this \_\_\_\_\_ day  
of \_\_\_\_\_, 19\_\_\_\_

\_\_\_\_\_  
NOTARY PUBLIC

**Certification Regarding Child Support**  
required by General Obligations Law §3-503 (effective 7/1/95)

The undersigned submits the following sworn statement in support of the application for certificate.

Check the appropriate box in response to question #1.

1.  Am  Am not As of the date my application for certificate is filed, I **AM**  
**or AM NOT** under an obligation to pay child support.

**If you checked the box marked, "Am not" you do not have to answer  
the remaining questions, but you must sign below and have your  
signature notarized.**

Answer YES or NO to the following statements:

- 2a.  Yes  No I am up to date in the payments for child support. (*i.e., no more than three months in arrears.*)
- b.  Yes  No I am making payments by income execution or by court agreed payment or repayment plan or by plan agreed to by the parties.
- c.  Yes  No The child support obligation is the subject of a pending court proceeding.
- d.  Yes  No I am receiving public assistance or supplemental security income.

**PERSONS WHO ARE FOUR MONTHS OR MORE IN ARREARS IN CHILD SUPPORT MAY BE SUBJECT TO SUSPENSION OF THEIR CERTIFICATE TO TEACH IN NEW YORK STATE.**

The intentional submission of false written statements for the purpose of frustrating or defeating the lawful enforcement of support obligations is punishable pursuant to Section 175.35 of the Penal Law of the State of New York.

I, \_\_\_\_\_, being duly sworn, say: I have read the foregoing and have fully, truthfully and accurately answered the questions. The foregoing answers are true of my own knowledge, except if stated to be made upon information and belief, and as to such answers, I believe them to be true.

Subscribed and sworn to before me this

\_\_\_\_ day of \_\_\_\_\_ 19 \_\_\_\_

.....  
*Signature of Applicant*

.....  
*Print Applicant's Name*

.....  
*Notary Public*

.....  
*Applicant's Social Security Number*

**LAFAYETTE CENTRAL SCHOOL**

**Coaching Evaluation**

Coach's Name \_\_\_\_\_ Sport \_\_\_\_\_

Athletic Coordinator \_\_\_\_\_ Season/Year \_\_\_\_\_

**Areas of Evaluation:**

<b>Knowledge of Sport</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>N/A</b>
Is knowledgeable of the rules of the sport.			
Follows League/Section/State regulations.			
Attends League/Section/District meetings when applicable.			
Adheres to District policies including attendance and athletic code.			
Demonstrates a desire to upgrade skills through conferences, scouting, etc.			

<b>Communication</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>N/A</b>
Provides a positive image with regard to conduct and appearance.			
Promotes sportsmanship in practice and games.			
Establishes good rapport with athletes.			
Establishes good rapport with other coaches.			
Sets a positive example when communicating with officials.			
Contacts parents when appropriate.			
Communicates with Athletic Coordinator on relevant issues.			

Management	Satisfactory	Needs Improvement	N/A
Develops and conducts effective practices.			
Applies fundamental skills and drills in teaching.			
Demonstrates effective use of positive discipline.			
Supervises athletic area before and after practices/games.			
Issues and collects equipment in a timely fashion.			
Collects pink cards and parent athletic codes.			
Hands in budget requests at completion of season.			
Provides an end of the season awards ceremony.			
Completes paperwork when necessary.			

Health and Safety	Satisfactory	Needs Improvement	N/A
Promotes safety procedures.			
Provides proper conditioning for athletes.			
Provides appropriate first aid.			
Follows up on student injuries appropriately (releases, etc.).			

**ATTACHMENTS:** Uniform inventory, budget requests, awards list

**FIRST AID:**

**CPR:**

**COMMENTS:** \_\_\_\_\_

**Coach's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Athletic Coordinator** \_\_\_\_\_ **Date** \_\_\_\_\_

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

**SECTION III**

**POLICIES AND PROCEDURES**

## **POLICIES AND PROCEDURES**

Each coach should review the following areas of concern. These policies are not intended to deter from your coaching duties, but rather to provide consistency and accountability for all programs. Any information not included here can be found in the New York State Handbook.

### **KEYS**

1. The Athletic Coordinator will not issue keys to you.
2. Under no circumstances should a student be allowed to use your keys.
3. Keys should not be duplicated.
4. Lost keys must be reported immediately to administration.
5. Only varsity coaches will have keys to the equipment room. These will be returned with season ending inventory.

### **INVENTORY**

1. Well before the season, you must personally locate and check your inventory, which is stored in the equipment room.
2. All equipment must be labeled with the year it was received and an inventory number, i.e., '07-1, '07-2, etc. Newly purchased and delivered equipment is to be inventoried and labeled by the head coach of each sports program.
3. Make sure the current uniform count is submitted to the sports head coach and Athletic Coordinator at least one month before the season. The fall sports should inventory uniforms during the June prior.
4. Student's failure to return uniforms and/or equipment upon quitting a squad or the end of the season must be immediately reported to the head coach and Athletic Coordinator (see Athletic Code).
5. The end of the season inventory must be filled out in its entirety. Included with the final inventory must be the list of equipment and uniforms needs to be purchased for next season, reconditioned or special attention needs.

## PROGRAM ADMINISTRATION

### 1. Coaching Responsibilities – pre-season

- a. Attend pre-season coaches meeting scheduled by Athletic Coordinator.
- b. Communicate with Athletic Coordinator and school nurse regarding school physical and accident reporting procedures.
- c. Set team rules and review with Athletic Coordinator.
- d. Obtain all league, section and State information regarding your sport from Athletic Coordinator.
- e. Obtain all school rules, eligibility regulations and State regulations from school administrator.
- f. Set league and non-league schedules, scrimmages, sectional, regional and State tournament dates; check all dates with Athletic Coordinator before making confirmations.
- g. Check travel rules, regulations and allotment with Athletic Coordinator.
- h. Inventory – check in new equipment and supplies; count old equipment; inform Athletic Coordinator of any needs or discrepancies.
- i. Attend pre-season league meeting.
- j. Check playing facilities for improvements or needs.

### 2. Preparation for first practice and season beginning

- a. Set up practice schedule – all indoor sports using gymnasium.
- b. Post starting dates and times.
- c. Meet with other coaches. Communication with other sport coaches is vital.
- d. Meet with potential players.
  1. Arrange presentation meeting, hand out and review team rules and expectations.
  2. Brief explanation of program.
  3. A) Distinct explanation of selection process (try-outs).  
B) Letter to parent/guardian explaining selection processes, team rules and program expectations, (include season schedule) practice dates and times. Varsity head coaches should establish a meeting with assistant, JV or modified coaches to review program goals and expectations, school policies and procedures any sport specific rules.
- e. Contact scorekeepers, timekeepers, managers, audio-visual assistance and assistance of clerical staff in preparing a program.

3. **First Practice**
    - a.
    - b. Recheck physical list with nurse.
    - c. Ensure eligibility of all candidates.
  4. **Team Selected**
    - a. Review expectations
    - b. Parent meeting
  5. **First Home Game**
    - a. Personnel
      1. Scorekeeper (proper score book)
      2. Timekeeper (clock mechanism)
      3. Manager
      4. Statisticians
    - b. Equipment
      1. Towels
      2. First aid kit: **Medical Box Checklist**
        - Scissors
        - Antiseptic
        - Ace bandages
        - Cold packs (ice)
        - Cotton
        - Tape
        - Pre-wrap
        - Band-Aids
        - Skin lube
        - Tongue depressors
        - Water supply
        - AED's
      3. Lockers for officials
      4. Vouchers for officials
      5. Water for teams indoor sports
- 
6. Benches, tables and chairs
  7. Gym preparation
  8. Game balls

### **TEAM PRACTICES – BUS PROCEDURES**

1. All students are not affiliated with just the high school. ONS students and students practicing at the Grimshaw School must be aware of their bus schedules and their responsibilities. Students must always be informed of any change, cancellation or delay.
2. In general, practices are held from 3:45-5:30, 5:30-7:00 and 7:0-8:30 when necessary. All outdoor sports should plan on practicing during the early slot, weather permitting. Students late to practice should come with a teacher-signed pass. Do not allow students to be habitually late. Pay special attention to those athletes that are practicing at Grimshaw. If they take the 3:30 bus, they must have a pass. Weekend practices must be scheduled with Athletic Coordinator.
3. A team must have a reasonable amount of time to shower and put away their equipment before buses leave. Fifteen minutes is a sufficient amount of time to allot for these needs.
4. If a practice is cancelled, the Athletic Coordinator and main office must be made aware ASAP. Cancel practices by 2:00 p.m. If school administration cancels practices/games due to weather, you will be notified ASAP. When in doubt, call us.
5. A coach cannot leave the building until all students have left the premises under supervised transportation. This procedure is followed after practices, after home contests and after return from away contests.
6. The practice areas (locker rooms, gym, and fields) are the only areas an athlete is allowed on during or after practice. The school and hallways are prohibited areas.

### **HOME CONTESTS AND RETURN FROM AWAY CONTESTS**

1. Make sure all lights and showers are turned off and all doors and windows are secured, especially outside doors to locker room.
  2. Do not leave until all students have left school premises.
  3. If you use the gym, please be sure all doors going outside are properly latched and locked. Also be sure gym entrance doors are closed and locked.
- 
4. Please express to each team, locker room expectations.

### AWAY CONTESTS

1. Only team, managers and scorekeepers are allowed on away buses. **No one without a medical release** is allowed on the bus for away contests. Visitors are not allowed to travel. No exceptions
2. If stopping to eat, only the restaurant and bus are permitted student areas. Make that known before the team leaves LCS.
3. A student may leave a contest only if the coach is personally informed by the parent/guardian in writing ahead of time or signed out at the game. Parents may not transport other athletes without the written consent of that athlete's parent/guardian.

### CANCELLATION OF PRACTICES OR GAMES

1. If a practice must be cancelled or postponed, the Athletic Coordinator. must be informed as soon as possible. Notification to the main offices alone will not suffice.
2. Each main office, including ONS, must be notified of all cancellations or postponements. A P.A. announcement must inform the students of the cancellation and the date of the next practice. If you have notified each building, let the Athletic Coordinator know so there will not be duplicate effort. If you have not done this, let the Athletic Coordinator know so he/she will do it.
3. If a coach is informed of contest cancellation or delay, the Athletic Coordinator must be informed of the specifics as soon as possible.

### INJURIES

#### Practice or Contests

1. Proper first aid must be administered immediately. Do not allow activity to continue by other students unless another coach is in line-of-sight.
2. If the situation is questionable, contact the Rescue Squad. If there are any doubts concerning safety call 9-1-1.
3. Phones are available in the coaches' room and Physical Education offices. The emergency phone number for Onondaga County Fire and Rescue Control is 9-1-1. Clearly state your location, your name and the injury. Do not hang up the telephone until the dispatcher instructs you to do so. When feasible, the coach should make the call.
4. Parents should be contracted immediately. Emergency parent telephone numbers are located in the main offices and on emergency pink release cards.

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#### Practice or Contests

1. Proper first aid must be administered immediately. Do not allow activity to continue by other students unless another coach is in line-of-sight.
2. If the situation is questionable, contact the Rescue Squad. If there are any doubts concerning safety call 9-1-1.
3. Phones are available in the coaches' room and Physical Education offices. The emergency phone number for Onondaga County Fire and Rescue Control is 9-1-1. Clearly state your location, your name and the injury. Do not hang up the telephone until the dispatcher instructs you to do so. When feasible, the coach should make the call.
4. Parents should be contracted immediately. Emergency parent telephone numbers are located in the main offices and on emergency pink release cards.

5. Instruct students and/or parents they must inform the school nurse of the injury the next morning. **Coaches** must also report the injury to the school nurse the next morning.
6. As soon as possible, inform the injured student that the student must receive a written clearance from attending physician prior to participating in interscholastic activity. This is imperative.
7. Do not make any claims as to the school's insurance coverage. As a rule, the parental insurance services as primary coverage and the school's insurance as secondary coverage in most cases. Insurance dialogue should occur between parent and school nurse.
8. **Contact** the parents that evening to inquire about the student's injury status.
9. Notify the school nurse the following morning no matter how trivial the injury. This **cannot be stressed enough**. Do not rely on the student notifying the school nurse.
10. Do not allow a severely injured student to leave the premises by activity bus or friend. Parents need to be notified of injury and need for transportation. If not available, The Rescue Squad needs to be utilized.
11. Phones are available in the gym.

#### **WEEKEND PRACTICES**

1. All weekend practices must be cleared through the Athletic Coordinator.
2. No one may practice or compete more than 6 days/week.
3. Implement security procedures upon entering and leaving the school building.

#### **HOLIDAY AND VACATION PRACTICE**

1. Clear all holiday practices through the Athletic Coordinator.

#### **SNOW DAYS**

1. All contests, home or away, are automatically cancelled.
2. No practices or contests are to be held.

**STANDARD OPERATING PROCEDURE  
FOR  
ATHLETICS AND PHYSICAL EDUCATION**

Staff should always direct or help an individual involved with a blood/body fluid incident to care for him/herself with minimal contact to the staff member. However, there are situations when a staff person will need to intervene and provide assistance that requires contact. Therefore, staff should always implement a barrier between him/herself and the individual in need of assistance, using clean materials of latex/vinyl gloves. In most instances the staff member should not be expected to clean up the blood/body fluid spill or the environment. Appropriate custodial staff should be called for clean up.

When a staff member needs to intervene and implement “universal precautions” they do so from an informed, voluntary response under the “Good Samaritan Act” and using prudent public health protective procedure.

1. All school personnel should have dispenser soap, water, paper towels and access to disposable latex/vinyl gloves.
  2. If an accident involving a blood spill occurs, the individual should be encouraged to tend to his /her own injury. For example, if a student has bloody nose, hand him/her the tissues and instruct to pinch nose. If a student has bleeding injury (cut/abrasion) hand him/her clean paper towels to hold over the injury. If this is not possible provide assistance using a barrier between you and the individual.
    - a. Wear disposable gloves and use disposable towels/tissues for each injury.
    - b. Any blood stained materials should be placed in a sealed plastic bag.
    - c. Remove gloves following proper procedures.
    - d. Wash hands thoroughly with soap and water using hand-washing procedures.
  3. Keep students away from area of blood/body fluid spill, cover with paper towels until area is cleaned and disinfected. Call appropriate personnel for clean up (designated custodial staff).
  4. Use of proper protective and adherence to safety procedures in all athletic activities are appropriate prevention strategies for reducing the risk of blood/body fluid spills.
  5. Students with open lesions (i.e., cuts, acne with draining lesions) should not participate in close physical contact sports unless the lesions are dry, scabbed over or can be effectively and securely dressed with a bandage or gauze.
-

**STANDARD OPERATING PROCEDURE  
FOR  
ATHLETICS AND PHYSICAL EDUCATION  
(CONTINUED)**

6. During practices and competitions, coaches identified at risk for occupational exposure to BBP should always have on hand disposable latex gloves, sealable plastic bags, paper towels, sanitary absorbent material, disposable alcohol towelettes, liquid soap and water, alcohol and bleach or another disinfectant.
  7. If open lesions or wounds have come in contact with blood from another person, the affected area should be scrubbed with soap and running water. A skin disinfectant (i.e. 70% alcohol, Betadine, Hibiclens) should be applied after washing. Report incident to appropriate personnel (i.e., school nurse).
  8. When the skin is intact, have the player wear gloves and wash his/her own skin using a disposable towel containing soap and water or with soap under running water. Gloves and towels should be discarded in a plastic bag. Player should wash hands using Hand Washing Procedures.
  9. If a player gets blood in the eyes, flood exposed area with running water at room temperature for 2 to 3 minutes, take player to eye wash station if one is available. Report incident to appropriate personnel (i.e., school nurse).
  10. If a player gets blood in the mouth rinse with tap water for 2 to 3 minutes and spit out. Report incident to appropriate personnel (i.e., school nurse).
  11. Do not permit students to share razors.
  12. Fluids provided for players should be dispensed in individual, single-use disposable cups to prevent saliva transfer among players. Drinking bottles shared among players can be a source of infection. Several outbreaks of viral meningitis have been attributed to this practice.
-

LAFAYETTE CENTRAL SCHOOL

ATHLETIC CODE



**LA FAYETTE JR./SR. HIGH SCHOOL**  
**ATHLETIC CODE**

Teams know that when they compete against a LaFayette team they will face a group of young men and women who are competitive, hard working, and proud to be LaFayette athletes. They have given of their time and effort by practicing to compete, giving LaFayette a rich athletic tradition. The athletic program at LaFayette is, and will continue to be, a stepping stone for students to help them in their journey through life and to help them in achieving whatever goals they may set for themselves in the future. Since society and the work place is an area of rules and regulations, the establishment of our Athletic Code is to help guide students/athletes toward their future. We would hope that this code will help the athletes to better discipline themselves in training, social behavior and following rules established by individual teams/coaches. Our athletes have the potential to be the leaders of our school and, most importantly, the leaders of our communities in the future. It is our hope with the above in mind that through self-discipline the student athletes will honor the code and conduct themselves as athletes, competitors and leaders.

**I. ATTENDANCE/COURSE LOAD**

**Statement/Rule:**

All student athletes must attend school. They must carry an equivalent of seven Carnegie units per semester. Seniors may carry a minimum of six (6) units. However, permission to do so must be granted by the building administrator. (Additional details on this stipulation are outlined in the N.Y.S.P.H.S.A.A. Handbook.)

Students not in attendance by the beginning of Block 2 (currently 9:22) will not be allowed to practice or participate in extra-curricular activities. School administration reserves the right to verify all excuses. This does not include legal excuses. Legal excuses include illness, funeral/calling hours, doctor/dentist appointment, educational activity, court appearance, and driver's test (or any other excuse, which may be identified by State Education Department as a legal excuse). Students, who are in attendance but fail to attend class, will not be allowed to practice or participate. If the student has been assigned an in school suspension for behavior-related issues, the student will not practice or participate on the day that he/she serves.

**Penalty:**

A student athlete with an illegal excuse will not be allowed to participate in a practice/athletic contest that day.

**II. TRAINING REGULATIONS**

**Statement:**

Representing your school and community as a student athlete is a privilege. For an athlete one's physical condition is of the utmost importance not only for his/her personal well being and success but also for the team as a whole. Therefore, the student athlete should be willing to follow a stricter set of rules that will promote participation at the highest level.

**Rules:**

1. Athletes will not smoke or in any way use tobacco products at any time or any place.
2. Athletes will not consume alcoholic beverages at any time or any place.
3. Athletes will not use illegal drugs and controlled substances at any time or any place.

**Penalty:**

First Offense:

- Suspension from 20% of the games for that sport – apologize to the team and coach.

Second Offense:

- Automatic dismissal from the sport for the remainder of the season.
- Only one 20% penalty will be permitted during the school year. Each subsequent penalty during the school year will result in suspension from that sport.
- Prior to full reinstatement, repeaters will be required to meet with a committee consisting of the Athletic Director, coach, parent and school counselor.

Note:

4. During periods of suspension the student athlete will attend all team practices and will be present with the team at all contests, but will not be allowed to participate for any portion of the contest.
5. Offenses occurring during a school year will not carry over into the next school year.
6. Information regarding infractions of training rules will be considered from members of the coaching staff, teachers, administrators, parents or guardians of the student in question and team captains. All charges must be in writing, signed and submitted to the Athletic Director.

**III. BEHAVIOR:**

Statement:

ATHLETES WILL NOT ENGAGE IN ANY FORM OF UNACCEPTABLE SOCIAL BEHAVIOR, WHICH INCLUDES ABUSIVE PHYSICAL CONDUCT OR ABUSIVE OBSCENE LANGUAGE TOWARD ANY PERSON BEFORE, DURING AND/OR AFTER ANY ATHLETIC PRACTICE OR EVENT. (DURING AN INTERSCHOLASTIC CONTEST, ALL LEAGUE, SECTION III AND TEAM RULES WILL APPLY. IN ADDITION, THE COACH AND ANY OTHER SCHOOL OFFICIAL, IF PRESENT, WILL MAKE A DETERMINATION AS TO WHETHER THE STUDENT ATHLETE'S BEHAVIOR WAS SUCH THAT THE APPLICATION OF THIS CODE IS WARRANTED.)

**Important note:** While an athlete may participate in only one sport, the Athletic Code which the athlete signs at the beginning of the year applies to the entire school year.

Penalty:

First Offense – Discipline will be handled under the regular school discipline code.

Second Offense – Suspension from 20% of the games for that sport.

Third Offense – Automatic dismissal from the team.

Note: If an athlete shows continued unacceptable behavior throughout the year, he/she must attend a meeting with the Code Committee.

**III. ADDITIONAL CONSIDERATION:**

7. Athletes are expected to abide by specific team rules.
8. Any incident of a violation of the rules identified in the student handbook but not previously mentioned in this code will be dealt with by a committee consisting of the:
  - Athletic Director
  - Principal and Assistant Principal
  - Two Teachers
9. Failure to show up for an athletic contest or quitting the team will be dealt with in a meeting\* by a committee consisting of the:
  - Athletic Director

- Coach
- Student Athlete
- Parent

\*This meeting must take place before the student athlete is allowed to join another sport.

10. During a 20% suspension period, any student athlete, without a legitimate excuse,\*\* who fails to attend practice or sit with the team during a contest, will be removed from the team for the remainder of the season. \*\*See Attendance Policy
11. Academic Maintenance: The mission of the LaFayette Junior-Senior High School is "high academic achievement". Therefore, athletes who experience academic challenges are expected to take advantage of any after-school assistance possible.

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**PARENTS AND STUDENT ATHLETES KEEP THE CODE.**

**YOUR SIGNATURE INDICATES THAT YOU HAVE READ THIS CODE AND THAT YOU UNDERSTAND IT.**

**I HAVE READ AND AGREE TO ABIDE BY THE RULES AND REGULATIONS LISTED IN THE LAFAYETTE JUNIOR-SENIOR HIGH ATHLETIC CODEBOOK.**

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**STUDENT ATHLETE SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**\*PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**\*Signature of parent indicates that parents/guardians have read and understand the LaFayette Athletic Eligibility Code.**

**Revised 7/18/02**

## ACADEMIC ELIGIBILITY POLICY

### ATHLETIC & EXTRA-CURRICULAR

#### Statement/Philosophy

Students at LaFayette Jr./Sr. High School are here to make the most of their academic course work and to realize their fullest potential.

Extra-curricular/athletic student activities are experiences that are not related to credit-bearing courses. Examples include: inter-scholastic athletics, drama, musicals, math league, foreign language competition, jazz, ensemble, yearbook and other clubs. These are activities sponsored by the school to offer enrichment for students who wish to participate. **They are a privilege and should be viewed in this manner.**

### EXTRA-CURRICULAR ACTIVITIES

ECOS	Math League 9-12
Teen Institute	International Club-French
National Honor Society	International Club-Spanish
Outdoor Education Club	Vocal Ensemble
Math Symposium/League	Yearbook
Drama	Fall Musical
Key Club	Student government
Dixieland Ensemble	Mock Trial
Jazz Ensemble	Photography Club
Science Olympiad	Bridges
	YCIP

#### Inter-scholastic Sports

##### **BOYS**

Football  
Cross Country  
Basketball  
Wrestling  
Lacrosse  
Baseball  
Tennis

##### **GIRLS**

Cheerleading  
Soccer  
Cross-Country  
Volleyball  
Softball  
Tennis  
Basketball  
Lacrosse

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Students who represent LaFayette in extracurricular/athletic activities are the school and community's ambassadors. Their behavior and performance are reflected both in LaFayette and other communities. We are proud of our students' performance in representing our school and community.

The education of our students is a responsibility shared among the students, their parents, the school and the community. Participation in extracurricular/athletics is a privilege, which the students maintain through appropriate behavior, preparation and satisfactory progress in each course they take. Therefore, acceptable classroom performance is essential to the teaching/learning process. The procedure below will be followed:

#### **Extra-curricular eligibility requirements**

1. Teachers will configure the five-point average range (as indicated on our 5-week progress reports) for each student who has an average of 69 or lower at the five-week and ten-week marking periods. (below 50; 55-59; 60-64; 65-69)
2. Any student failing 2 or more subjects at this time will be considered ineligible. Ineligibility will be defined as able to participate in a sport/play practice or to take part in the extracurricular meeting but not able to play in a scheduled game, participate in a scheduled performance, or go on an extracurricular and non-educational field trip scheduled during the school day hours.
3. It will take one-week from the time grades are turned into guidance until the time when report cards are mailed to students and parents. This allows time for students and parents to be notified that the student is eligible. At the beginning of the 7<sup>th</sup> and 12<sup>th</sup> weeks; 17<sup>th</sup> and 24<sup>th</sup> weeks; 30<sup>th</sup> and 33<sup>rd</sup> weeks; 39<sup>th</sup> and 44<sup>th</sup> weeks, a list of students will be compiled who are ineligible.
4. Students have that two-week, ten school day, time period to be passing both courses. At the end of the two-week time period, the student must then have his/her teachers sign-off that he/she is passing the two or more courses failed at the five-week interval. If this is not the case, and the student is not passing these courses, the student will remain ineligible until the next five-week interval when grades are averaged by the teachers.

**NOTE:** This policy has a carry-over time period, so that there is a degree of fairness to all extracurricular activities. The final course averages in June (or August if taking a Regents or passing summer school) will be used to calculate the averages of students who will be ineligible for the first ten days of school in September. Students are to have passing grades in all courses at that time and have teachers sign-off that they are passing at the end of the 10 school day interval.

## ACADEMIC ELIGIBILITY POLICY

### **ACADEMIC/CO-CURRICULAR REQUIREMENT POLICY**

At LaFayette Junior/Senior High School, **academics come first**. We have established an academic eligibility policy to ensure that we prioritize academics while acknowledging the importance of participation in co-curricular activities. Calculations to determine eligibility are done eight times during the school year. Progress reports given every 5 weeks as well as the 10 week report cards determine this eligibility.

- **Eligibility is defined as the ability to participate fully in all co-curricular activities.**
- **Ineligibility is defined as the inability to try out for any co-curricular activity. Additionally, ineligible students may not attend a co-curricular field trip scheduled during the school day.**
- **Probationary Eligibility is defined as being permitted to engage in a sport/drama production practice, or to take part in a co-curricular meeting, but not able to play in a scheduled game or perform in a drama production.**

### DETERMINING ELIGIBILITY

Any student failing 3 and/or more subjects at the 5 week progress report or 10 week marking period is considered ineligible will be unable to **try out** for any co-curricular activity. If a student is **currently engaged** in a co-curricular activity and fails 2 or more subjects, a ten day probationary period will be assigned during which time the student must raise the failing grades to passing. The student may choose to exercise the **one time only** "grace period" option. If student chooses not to use the "grace period" option and/or has already used this option, the following conditions for **probationary eligibility** will apply. Any student failing 2 subjects at the 5 week progress report or 10 week marking period will receive probationary eligibility with the following conditions in place:

- Student **may try out** for a co-curricular activity.
- Student **may** attend practices/rehearsals.
- Student **may not** play in a contest/scrimmage or participate in a production.
- To restore full eligibility status, at the end of a **2 week 10 school day** probationary period, **not before**, the student must have his/her teacher sign off that a student is passing the courses failed.
- School vacations are **not** included in the 10 day time period.

It will take approximately one week from the time grades are turned in to Guidance until the time when report cards are mailed to students and parents allowing for notification of eligible or ineligible or probationary eligibility status. The grade which the teacher posts on the progress reports and report cards is the grade used to determine eligibility status. At the beginning of the 7<sup>th</sup> and 12<sup>th</sup> weeks; 17<sup>th</sup> and 24<sup>th</sup> weeks; 32<sup>nd</sup> and 37<sup>th</sup> weeks; end of year a list of students failing 2 or more will be compiled. **Last quarter averages are used to determine eligibility for the following academic year.**

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Incomplete grades count as failures unless otherwise stipulated by the teacher. A medical incomplete does **not** count as a failure. Teachers will assign either Incomplete/Passing or Incomplete/Failing. Incomplete passing enables the student to continue with his/her eligibility status until the 'incomplete' has been converted to a grade.

Dropping a course **without administrative** approval will be considered a failure. Extenuating circumstances **may** warrant administrative approval and therefore would not be considered a failure.

**POST-SEASON PLAY**

Post-season play, for example, Exceptional Seniors game, is considered a school related athletic contest and is therefore subject to the above conditions.

\* JUNIOR HIGH ADDITIONAL CONSIDERATION \*

Seventh and eighth grade students are afforded a special opportunity as they make their transition into the Jr./Sr. High School:

- 7<sup>th</sup> and 8<sup>th</sup> grade students will be afforded full eligibility status as the school year begins.
- The entire fall season is considered a transition period and eligibility will be sustained until the end of the fall season.
- The 9-12 eligibility policy as previously stated becomes effective for all 7<sup>th</sup> and 8<sup>th</sup> grade students at the beginning of the winter sports season.
- The “Grace Period” option does not apply to Junior High Students as additional considerations have already been afforded.

## “Grace Period” Application

LaFayette Junior-Senior High School offers a 10 day “grace period” for grades 9-12 only. The following conditions apply:

1. The student is on the ineligible list for failing no more than 2 subjects.
2. The student is offered a grace period one time only during a school year.
3. During this “grace period”, a student is allowed full participation in his/her co-curricular activity for 10 days commencing when the Academic Eligibility list is published/distributed.
4. In order to qualify for this “grace period”, a student must meet the following conditions:
  - a. An academic plan must be written by the student (see below).
  - b. This academic plan must be accepted by the administration, signed by a parent/guardian and signed by the student.
  - c. It is the student’s responsibility to adhere to the stipulations of the plan including the timeline.
  - d. If, at the end of the 2 week “grace period” the student is still failing one or both of the subjects initially failed, the student will be immediately removed from further participation in that co-curricular activity.

### Academic Plan/“Grace Period”

Name \_\_\_\_\_ Date \_\_\_\_\_

**Subjects Failed**

- 1.
- 2.

Subject 1 – Plan for Success

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Subject 2 – Plan for Success

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**Timeline**

1. Submit plan to administrator within 24 hours of publication for signature.
2. Take signed plan home for parental signature.
3. Student returns signed plan to administration within 24 hours of initial meeting with administration. An interim progress report may be requested.
4. Student follows plan for the ten day “grace period”. At the end of the ten days, teachers must sign form attesting to a passing (65+) grade. All conditions listed above must have been met.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

10 Day “Grace Period” Date \_\_\_\_\_ to \_\_\_\_\_

Teacher (1) Signature \_\_\_\_\_ Date \_\_\_\_\_ Grade P/F (Circle)

Teacher (2) Signature \_\_\_\_\_ Date \_\_\_\_\_ Grade P/F (Circle)

HIGH SCHOOL SPORTS STANDARDS CHART FOR INTERSCHOOL COMPETITION

	Number Practices Prior To First Scrimmage		Number Practices Prior To First Contest		Team And Individual Maximum No. Contests	Minimum Time Between Contests	Individual Limitations Per Day	Rules
	Team	Ind.	Team	Ind.				
BADMINTON	6	4	8	6	—	1 NIGHT	3 MATCHES	USBA
BASEBALL BATTERY	8 10	6 3	10 15	8 13	24*	1 NIGHT	2 CONTESTS	NF
BASKETBALL	8	6	10	8	20*	1 NIGHT	1 CONTEST	B - NF NCAA-WCMEN
BOWLING	TRAINING		TRAINING		24*	1 NIGHT	6 GAMES	YABA
CROSS COUNTRY	10	8	15	13	18*	2 NIGHTS	5000 METERS OR 3.1 MILES	NF
FENCING	10	8	15	13	24*	1 NIGHT	1 CONTEST	USFA
FIELD HOCKEY	8	6	10	8	18*	1 NIGHT	1 CONTEST	NF
FOOTBALL	<del>11</del>	11	<del>13</del>	15	10**	4 NIGHTS(1)	1 CONTEST	NF
GOLF	TRAINING		TRAINING		20*	1 NIGHT	1 MATCH	USGA & LOCAL COURSE RULES
GYMNASTICS	10	8	15	13	18*	1 NIGHT	6 EVENTS	B - NF G - FIG

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ICE HOCKEY	8	6	10	8	24*	1 NIGHT	1 CONTEST	NCAA
LACROSSE	8	6	10	8	18*	1 NIGHT	1 CONTEST	B - NCAA. G - USWLA
RIFLE	3	2	5	3	18*	1 NIGHT	1 CONTEST	NRA
SKIING	8	6	10	8	18*	1 NIGHT	3 EVENTS	FIS & ESA
SOCCER	8	6	10	8	18*	1 NIGHT	1 CONTEST	NF
SOFTBALL	6	4	8	6	24*	1 NIGHT	2 CONTESTS	ASA
SWIMMING	<del>12</del>	10	<del>12</del>	10	18*	1 NIGHT	4 EVENTS	NF
TENNIS	6	4	8	6	20*	1 NIGHT	1 CONTEST	USLTA
OUTDOOR TRACK	10	8	15	13	18*	1 NIGHT	3 EVENTS 4 EVENTS	NF
WINTER TRACK	10	8	15	13	18*	1 NIGHT	3 EVENTS 4 EVENTS	NF
VOLLEYBALL	6	4	8	6	24*	1 NIGHT	15 GAMES	B - USVBA Jr. G - NAGWS
WRESTLING	10	8	15	13	18*	1 NIGHT	4 BOUTS	NF

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(1) 2 nights for scrimmage

\* Indicates maximum plus section, state championships and games necessary to break divisional or league ties.

\*\* Inclusive of section  
championships

**MODIFIED SPORTS STANDARDS FOR INTERSCHOOL COMPETITION**

	# Practices Prior To 1st Scrimmage	# Practices Prior To 1st Contest	Team and Individual Maximum Number of Contests	Minimum Time Between Contests	Individual Limitations Per Day	Rules	Time and Distance Limits
ARCHERY	3	5	14	1 night	2 rounds	MAA	
BADMINTON	5	8	14	1 night	1 match	USBA	
BASEBALL Pitcher	8 10	10 15	14	1 night 2 nights (1)	1 game (1) 1 game	NF	7 innings pitchers (1)
BASKETBALL	9	11	14	2 nights	1 game	G-NCAA B-NF	7 min. qtrs.
BOWLING	TRAINING	TRAINING	14	1 night	3 games	YABA	
CROSS COUNTRY	10	15	10	3 nights	1 run	NF	
FIELD HOCKEY	9	11	12	2 nights	1 game	NF	25 minute halves
FOOTBALL	15	20	7	4 nights (2)	1 game	NF	10 minute quarters
GOLF	TRAINING	TRAINING	14	1 night	1 match	USGA	
GYMNASTICS	10	15	10	2 nights	3 events (1)	G-FIG B-NF	

ICE HOCKEY	10	15	12	2 nights	1 game	NCAA	12 minute periods
LACROSSE Girls	10	13	12	2 nights	1 game	USWLA	25 minute halves
LACROSSE Boys	10	15	10	2 nights	1 game	NCAA	A-8min. qtrs B-7min. qtrs
SKIING	8	10	12	2 nights	3 events	FS ESA	
SOCCER	9	11	12	2 nights	1 game	NF	15 min. qtrs.
SOFTBALL pitcher	6	8	14	1 night 2 nights (1)	1 game (1) 1 game	ASA	7 innings pitchers (1)
SWIMMING	10	15	14	2 nights	3 events (1)	NF	
TENNIS	8	8	14	1 night	1 match (1)	USLT	
TRACK & FIELD	10	15	10	2 nights	3 events (1)	NF	
WINTER TRACK	10	15	10	2 nights	3 events (1)	NF	
VOLLEYBALL	6	8	14	2 nights	2 matches(1)	G-NAGWS B-USVBAjr	
WRESTLING	15	20	10	2 nights	2 bouts	NF	

(1) See details in Game Rules Section  
 (2) Three nights/scrimmages

## VOUCHERS

Each coach is responsible for providing payroll vouchers to each official. It is only necessary to provide these for all home contests. It is advisable to keep a supply of vouchers in your medical kit. It is also your responsibility to return each voucher to the Athletic Coordinator in a timely manner so officials can be paid.

Vouchers will be provided to you by the Athletic Coordinator.

A sample voucher is included.

LAFAYETTE CENTRAL SCHOOL  
LAFAYETTE, NEW YORK

VENDOR # \_\_\_\_\_  
CODE A2855 407 01 A2855 150 01  
(Please circle appropriate code)

PAYMENT REQUESTED BY: \_\_\_\_\_

SOCIAL SECURITY # \*\* \_\_\_\_\_

\*\* NO PAYMENT CAN BE  
BE MADE W/O SS#

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

AMOUNT REQUESTED:  
FEE: \_\_\_\_\_  
MILEAGE: \_\_\_\_\_  
TOTAL: \_\_\_\_\_

JOB RESPONSIBILITY (CHECK ONE)  
OFFICIAL \_\_\_\_\_  
CLOCK OPERATOR \_\_\_\_\_  
SECURITY \_\_\_\_\_  
CROWD CONTROL \_\_\_\_\_  
CHAIN GANG \_\_\_\_\_  
RENT-A-SHERIFF \_\_\_\_\_  
OTHER \_\_\_\_\_

EVENT FOR FEE: (CHECK ONE)

FOOTBALL \_\_\_\_\_  
SOCCER \_\_\_\_\_  
BASKETBALL \_\_\_\_\_  
SOFTBALL \_\_\_\_\_  
OTHER \_\_\_\_\_

WRESTLING \_\_\_\_\_  
BASEBALL \_\_\_\_\_  
LACROSSE \_\_\_\_\_  
VOLLEYBALL \_\_\_\_\_

DATE OF CONTEST: \_\_\_\_\_

LEVEL: \_\_\_\_\_

OPPONENT: \_\_\_\_\_

MILEAGE DATA: (FROM) \_\_\_\_\_

TO LAFAYETTE = \_\_\_\_\_ MILES

FROM LAFAYETTE = \_\_\_\_\_ MILES

TOTAL MILEAGE = \_\_\_\_\_

ATHLETIC DIRECTOR \_\_\_\_\_ DATE \_\_\_\_\_

CLAIMANT: \_\_\_\_\_  
SIGNATURE DATE

PURCHASING AGENT \_\_\_\_\_ DATE \_\_\_\_\_

Revised 01/2000

**SECTION IV**

**SELECTIVE CLASSIFICATION**

### **SELECTIVE CLASSIFICATION**

Selective classification is the means by which a student in junior high (grades 7 and 8) can qualify to play a J.V. or Varsity sport. All relevant forms are included for your use. For a complete description of the program, please see the Athletic Coordinator.

Ideally, students who wish to qualify should notify the respective coach before the season begins. Students who start the process after the season begins are risking their eligibility and/or playing time.

All paperwork will be coordinated by the Athletic Coordinator with the cooperation of the coach.

At the very least, no student may play at a J.V. or Varsity level after she/he has completed one-half of his or her modified season.

Athletes may move back and forth from J.V. and Varsity as long as they do not play both levels in the same day.

A) This process is for exceptional athletes only, not for filling rosters.

B) Coaches do not approach athletes about moving up.



ATTACHMENT

SELECTION/CLASSIFICATION

**INDIVIDUAL ATHLETIC PROFILE**

(PLEASE PRINT OR TYPE)

**PART I – SCHOOL INFORMATION FOR 20\_\_ - 20\_\_**

School _____	Superintendent _____
Address _____	School Physician _____
City _____	Director of P.E./Athletics _____
Zip Code _____	Phone ( ) _____

**PART II – PUPIL INFORMATION**

Name _____	Date of Birth _____	Age _____
Height _____ (inches)	Weight _____ (lbs)	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
		Grade _____

**PART III – EVALUATION INFORMATION**

Sport _____	Desired Level _____ (Varsity, Jr. Varsity, Frosh, Modified)
Parental Permission Received: <input type="checkbox"/> (Check)	
Medical Approval: <input type="checkbox"/> (Check)	Examination Date ____ / ____ / ____

DEVELOPMENTAL RATING:

Female: Post Menarche Age (Years + Months) Developmental Rating:	Male: Developmental Rating:
--	--------------------------------

ATHLETIC PERFORMANCE TEST RESULTS:

Shuttle Run [ ] (1/10 sec)	Standing Long Jump [ ] (feet + inches)	Fixed Arm Hang [ ] (seconds)	Stomach Curls [ ] (number)	50-Yard Dash [ ] (1/10 sec)	1.5 _ Mile Run [ ] (min + sec)
----------------------------------	--	------------------------------------	----------------------------------	-----------------------------------	--------------------------------------

**PART IV – SPORTS SKILLS**

Prior Sports Experience: \_\_\_\_\_

Coach's Rating in Desired Sport: (check)

Below Average       Average       Above Average       Superior

**PART V – FINAL PLACEMENT**

CHECK LEVEL OF FINAL PLACEMENT AFTER ALL PROCEDURES HAVE BEEN COMPLETED:

VARSITY       JR. VARSITY       FROSH       MODIFIED

**SEE THE REVERSE SIDE FOR SPECIAL ATHLETIC PERFORMANCE APPROVALS FROM THE STATE EDUCATION DEPARTMENT**

**PARENTAL PERMISSION**

Dear Parent/Guardian:

There is a New York State regulation which permits a few qualified students to participate on an athletic team beyond their grade placement. It is called the Selection/Classification Program.

Your child \_\_\_\_\_ (name) may be eligible to participate in \_\_\_\_\_ (sport) above normal grade level. In order to establish the appropriate eligibility, we must have your permission to begin the Selection/Classification screening process. This screening evaluates your child's physiological maturity, athletic performance abilities (physical fitness) and athletic skill in relationship to other student athletes at the specific participation level.

If your child can successfully meet the requirements of the Selection/Classification Program he/she will be allowed to participate in an extended athletic career. Under normal circumstances a student is only eligible for senior high school athletic competition in a sport for four consecutive seasons commencing with the student's entry into the ninth grade. However, by meeting the Selection/Classification requirements established by the New York State Education Department, your child's eligibility can be extended to permit:

- a) Participation during five consecutive seasons in the approved sport after entry into the eighth grade; or
- b) Participation during six consecutive seasons in the approved sport after entry into the seventh grade.

It is important for you and your child to understand that once the requirements are met and he/she is accepted as a member of the team, he/she cannot return to a lower level team (modified) in that sport. Please feel free to contact me regarding this program or to discuss any aspect of your child's athletic placement.

If you agree to allow your child's participation in this program, please sign and return the parental permission form to my office.

Sincerely,

\_\_\_\_\_  
Director of Physical Education/Athletics

---

**PARENT/GUARDIAN STATEMENT**

I understand the purpose and eligibility implications of the Selection Classification Program. My son/daughter \_\_\_\_\_ (name) has my permission to participate in the Selection/Classification Program.

Parent/Guardian signature \_\_\_\_\_

Date \_\_\_\_\_

**SELECTION/CLASSIFICATION**  
Developmental Screening - Male

ATTACHMENT D

THIS SECTION TO BE COMPLETED BY THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Home Address \_\_\_\_\_  
 Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_ Sport \_\_\_\_\_  
 Desired Level:  Varsity  Jr. Varsity  Frosh  Modified  
 Parental/Guardian Permission Form Received:  Yes  No  
 REQUIRED RATING FOR THIS LEVEL     

**TO THE SCHOOL PHYSICIAN:**

Adolescent development of boys is visibly noticeable in body changes at about the age of 13 years and can take as long as four years to complete. The physiological changes are concurrent with sexual development. While it is not true of all boys, most will show stages of this development by hair growth on the face, under the arms and in the pubic area.

**Note:** For the purposes of this screening test, a boy will be given a Developmental Rating based upon the stage of pubic hair growth as observed by you during the health examination.

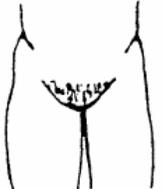
**SCREENING PROCEDURES:**

1. REFERENCE THE STAGE OF PUBIC HAIR GROWTH ON CHART PROVIDED IN THE MATURITY SCALE BELOW.
2. IDENTIFY THE MATCHING DEVELOPMENTAL RATING NUMBER AND CIRCLE IT.
3. RETURN COMPLETED FORM TO THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS.

THIS SECTION TO BE COMPLETED BY THE SCHOOL PHYSICIAN

**MATURITY RATING**

CIRCLE the number of the drawing and description below which best matches his pubic hair growth.

				
None	Lightly pigmented lateral to penis	Pigmented lateral to and at base of the penis	Coarse, curled hair resembling adult not on inner thigh	Typical adult in type and quantity, extends down the thigh
1	2	3	4	5

CIRCLE THE DEVELOPMENTAL RATING NUMBER

THIS STUDENT HAS A DEVELOPMENTAL RATING AS INDICATED ABOVE:

SIGNED \_\_\_\_\_ EXAMINATION DATE \_\_\_\_/\_\_\_\_/\_\_\_\_  
School Physician

\*\* For Special Case Approvals See Reverse Side \*\*

9/92

**SELECTION/CLASSIFICATION  
Developmental Screening - Female**

ATTACHMENT E

THIS SECTION TO BE COMPLETED BY THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS

Examination Date \_\_\_/\_\_\_/\_\_\_  
 Student's Name \_\_\_\_\_ Age \_\_\_ Grade \_\_\_  
 Date of Birth \_\_\_/\_\_\_/\_\_\_ Date of Onset of Menarche \_\_\_/\_\_\_/\_\_\_  
 Sport \_\_\_\_\_ Level:  Varsity  Jr. Varsity  Frosh  Modified

Parental/Guardian Permission Form Received:  Yes **REQUIRED RATING FOR THIS LEVEL**

TO THE SCHOOL PHYSICIAN:

Signs of female adolescent development may be noticeable as early as age eleven. The physiological changes are normally concurrent with, or followed by, menarche and usually takes four years to complete. The mean age at which menarche occurs in females is approximately 12 years 7 months.

**Note:** For the purposes of this screening test, a girl is assumed to have a Developmental Age of 12 years and 6 months at the onset of menarche regardless of her chronological age.

SCREENING PROCEDURES:

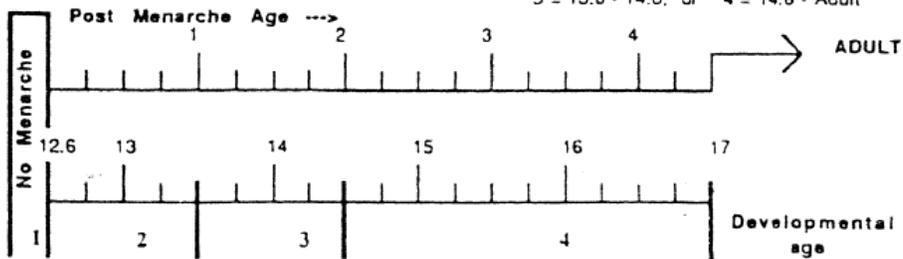
1. REFERENCE THE POST MENARCHE AGE ON THE CHART PROVIDED IN THE MATURITY SCALE BELOW.
2. IDENTIFY THE MATCHING DEVELOPMENTAL RATING NUMBER AND CIRCLE IT.
3. RETURN COMPLETED FORM TO THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS.

SECTION TO BE COMPLETED BY THE SCHOOL PHYSICIAN

*Suggestion: Have the nurse ask the girl about her menarche if a male physician is doing the rating.*

**MATURITY SCALE**

Mark a point on the first line to indicate the years and months elapsed since the onset of menarche. The point directly below on the second line shows her Developmental Age. This Developmental Age is then used to give her Developmental Rating from 1-4 as follows: 1 = No menarche; 2 = 12.6 - 13.6; 3 = 13.6 - 14.6; or 4 = 14.6 - Adult



CIRCLE THE DEVELOPMENTAL RATING NUMBER

THIS STUDENT HAS A DEVELOPMENTAL RATING AS INDICATED ABOVE:

SIGNED \_\_\_\_\_ EXAMINATION DATE \_\_\_/\_\_\_/\_\_\_  
 School Physician

\*\* For Special Cases See Reverse Side \*\*

9/92

**ATHLETIC PERFORMANCE TESTING**  
**INSTRUCTIONS TO THE TESTER**

\_\_\_\_\_ (name) has been approved by the school physician to take the Athletic Performance Test items for the sport indicated below. Please proceed with the testing as described in Attachment I and in the following manner:

1. Refer to the instructions on administering the Six Item Athletic Performance Test. Read Attachment I carefully, gather the materials needed and make sure that the area is prepared properly for testing.
2. The test can be given in any time frame and in any order. Any of the six items may be retested as many times as desired. Please note that the entire six items may not be required in some sports. Test only those items required for the sport that the student will be playing. Only the best scores should be recorded.
3. Encourage the student to do his/her best on each test item. Before commencing with the test inform the student of the minimum requirement for each component in order to qualify. (See Attachment J)
4. Return this score sheet to the director's office as soon as the test is completed.

**ATHLETIC PERFORMANCE TEST SCORES**

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

Grade \_\_\_\_\_ Age \_\_\_\_\_

Desired Sport \_\_\_\_\_

Desired Level \_\_\_\_\_

Test Administered By \_\_\_\_\_

Date \_\_\_\_\_

ComponentsScore

SHUTTLE RUN (nearest tenth)

1/10 seconds

STANDING LONG JUMP (feet and inches to nearest inch)

feet + inches

FLEXED ARM HANG (nearest second)

seconds

STOMACH CURLS (one for each completed movement)

number

50 YARD DASH (nearest tenth of a second)

1/10 seconds

1/4 MILE RUN WALK (nearest 1/10 second)

1/10 seconds

COACH'S SPORT SKILL EVALUATION  
INSTRUCTIONS TO THE COACH

Coach \_\_\_\_\_

Sport \_\_\_\_\_ Level \_\_\_\_\_

\_\_\_\_\_ (student's name) is a candidate for the Selection/Classification Program. As the coach of the team, your complete assessment of his/her skill level is an important factor in this process. Please complete and return this form as soon as possible. The student's parents have given them permission and the school physician has cleared him/her to be evaluated by you.

1. If you are familiar with the candidate, please write an evaluation of his/her skill level on the back side of this sheet. Supporting information would be helpful in determining proper placement, so be specific. If you are not familiar with the candidate, I would appreciate it if you would contact his/her former coaches for their assessment and schedule a short "audition" session if practical.

2. What level of play would you recommend for this student \_\_\_\_\_ (level). Is it likely he/she would be in the starting line-up? \_\_\_\_\_ Yes \_\_\_\_\_ No

If not, what percentage of quality playing time would you estimate he/she would receive at that level? \_\_\_\_\_ %

NOTE:

Students elevated to advanced levels of competition by this process should be few and far between. The program is intended only for the unusually gifted athlete who has the physical maturity and athletic skills to be placed beyond other youngsters in his/her chronological age bracket. Abuses in the program by the decision makers who seek to satisfy the needs of the team rather than considering the well being of the individual cannot be condoned. There are many potential social/emotional pitfalls that must be avoided, and once a student is elevated, the decision is irreversible. Please keep in mind that no practices may be attended until you are notified by the director's office that the student's parental permission has been granted and the student has successfully completed an athletic health appraisal and development screening by the school physician.

3. Rate this student's skills relative to other members of the team.

Below Average       Average       Above Average       Superior

\_\_\_\_\_  
Coach's Signature

\_\_\_\_\_  
Date

ATHLETIC PERFORMANCE TEST  
SELECTION/CLASSIFICATION

Components:

1. Lower Limbs
  - a) Agility - SHUTTLE RUN
  - b) Explosive power of muscles - STANDING LONG JUMP
2. Upper Body

Arm and shoulder muscle strength and endurance - FLEX ARM HANG
3. Abdomen

Abdominal muscle strength and endurance - CURL-UPS (Sit ups)
4. Speed

Running Speed - 50 YARD DASH
5. Cardiovascular

Cardiorespiratory system endurance - 1.5 MILE RUN/WALK

General Rules of Testing

- Component may be retested as many times as desired to achieve the best performance.
- Test components may be administered in any order.
- There is no time frame for testing.

**SECTION V**

**O.H.S.L. HANDBOOK**

**O. H. S. L. HANDBOOK**  
**REGULATIONS GOVRNING ALL O. H. S. L.**  
**INTERSCHOLASTIC COMPETITION**

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**This handbook has been developed to assist all O.H.S.L. member schools, athletic directors, sports chairpersons and coaches in proper organization and administrations of all O.H.S.L. contests.**

## REGULATIONS GOVERNING ALL OHSL INTERSCHOLASTIC COMPETITION

1. The following must be upheld:
  - a. NYSPHSAA Handbook
  - b. Constitution of Section III NYSPHSAA
  - c. Constitution of Onondaga High School League
  - d. Individual Official Sport Rule Book and Specific OHSL Sport Regulations (attached).
2. Any school or individual may compete if they meet the following regulations:
  - a. Meets school eligibility standards
  - b. NYSPHSAA eligibility standards
  - c. NYSPHSAA playing standards
  - d. The School is a league member
3. Officials will be:
  1. Qualified as specified under each sport
4. Home team must:
  - a. Report results to sports chairman for that sport
  - b. Report results to various new media. No modified scores reported.
5. Cancellations, postponements:
  - a. Postponements or cancellations of contest must be made by agreement between Athletic Directors only.
  - b. Every effort will be made to provide the designated rated officials for each sport. Whenever possible, the home-team should advise the visiting team of difficulties in arranging for rated or qualified officials.
6. Publicity:
  - a. All matters relating to league policy are to be referred to Onondaga High School League President.
  - b. Coaches or School Officials are to give no comments regarding officiating to media. All problems relating to officiating are to be referred to the Executive Committee for action.

7. All-League Tournament:

- a. There must be a least four schools entered to have an All-League tournament.
- b. All-League tournaments should be scheduled as close to the end of the season as possible.
- c. Entry deadlines must be met.
- d. Commitments to tournaments are expected to be fulfilled.
- e. Teams should be at the site with sufficient time for warm-up before announced starting time. In case of emergency, phone ahead to advise host of lateness.
- f. A list of rules governing the tournament shall be included with the sport regulations.

8. Divisions:

- a. In order to meet the needs of a sport involving a large number of competing teams, these teams may be divided into divisions.
- b. The league award policies will be upheld.

9. In the OHSL, no athlete may participate on more than one sport team, league or non-league, in a sport season.

10. Jersey Color (as per Rule Book):

It is the responsibility of the Home Team to notify the visiting team 24 hours before a contest if this is impossible.

11. Artificial Noise Makers:

Artificial noise makers are not allowed at indoor athletic functions. Pep bands, under the supervision of school personnel may play when play is suspended. Pep bands **must** coordinate their playing with the school cheerleaders so that they are not performing simultaneously.

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## CHEERLEADING

1. Properly trained cheerleaders can be as important to the spectator and his/her behavior as the coach to his/her team.
  - a. Both the crowd and the team react as they are instructed, inspired and led.
  - b. A well-trained group of cheerleaders, choosing the right cheer at the right time with the right presentation, can have a tremendous effect on an audience.
  - c. Crowd response during the game is, in many cases, dependent entirely upon the efforts of the cheerleaders of the respective schools.
  - d. Cheerleaders act as a liaison between the team and the officials and the audience.
2. Primary Function:
  - a. Stimulate crowd response.
  - b. Foster school spirit and sportsmanship.
  - c. Make visiting schools feel welcome.
  - d. Help make the athletic event an enjoyable experience.
3. General Operating Procedures:
  - (1) The host cheerleading squad should welcome visiting cheerleaders.
  - (2) Each host school should provide a secure area for visiting cheerleaders to store belongings.
  - (3) The visiting cheerleading squad should have the opportunity to cheer first.
  - (4) Turns are then alternated.
  - (5) Cheerleading squads from both teams should be on the floor for the playing of the National Anthem.
  - (6) National Anthem should be played prior to the varsity game.
  - (7) Host cheerleading squad is responsible for letting the visiting squad know where to line up.

---

4. Basic rules Governing Cheerleading:

a. The following basic rules have been developed to foster good sportsmanship and maintain safe playing conditions for the athlete and the cheerleader:

- (1) All cheers should be of a positive nature and directed at your own school.
  - (2) Cheerleaders should try to discourage any type of unsportsmanship responses from the crowd.
  - (3) Cheerleader led cheers during the shooting of a foul shot must be discouraged.
  - (4) Cheers that provoke stomping from spectators should be discouraged.
  - (5) Cheerleaders should not be on the court while the game is in progress.
  - (6) Cheerleaders should not cheer from the baseline of the basketball court while the game is in progress.
  - (7) Mascots, if used, would fall under the same rules and regulations as cheerleaders.
  - (8) The following Section III policy **PROHIBITS**:
    - Mini-trampolines, springboards and any other device used for increased height.
    - Falling to the knees or to a knee slide.
    - Flips, handsprings, walk-overs and falls from the top of pyramids of bases (walk-overs, splits, round-offs and cartwheels from the floor are allowed).
    - Pyramids in excess of double level strunts.
-

# Fitnessgram

# about **FITNESSGRAM**<sup>®</sup>

## WHAT IS FITNESSGRAM?

FITNESSGRAM is a valuable tool that helps assess a young person's fitness level and identifies ways to improve fitness and health. FITNESSGRAM is designed to promote enjoyable, regular, physical activity and provide comprehensive physical fitness and activity assessments and reporting programs for children and young adults.

## PERFORMANCE STANDARDS

FITNESSGRAM evaluates fitness performance by using objective, scientific standards that have been established to represent a level of fitness necessary for health. Performance is classified in two areas:

1. Needs improvement
2. Healthy Fitness Zone (HFZ)

All students should strive to achieve a score that places them inside the HFZ. Students who desire to achieve a high level of athletic performance may consider working with their teacher, coach, or parent to set goals beyond the HFZ.

## RECOMMENDATIONS

Recommended activities for improving fitness are based on each individual's best performance. For example, if a child does not meet the standard on the curl-up test his or her FITNESSGRAM report may recommend doing more curl-ups or doing curl-ups more often. If a child provided an answer to the physical activity questions, all of the recommendations include that information also.

## FITNESSGRAM Philosophy

Research indicates that if adults value physical activity and encourage children and young adults to be regularly active, young people will view physical activity as an important part of their daily lives. Won't you "HELP" us promote the FITNESSGRAM philosophy?

- H** Health is a much more important aspect of fitness than skill or performance. FITNESSGRAM assesses components that are less influenced by genetics or ability so all children can be successful.
- E** Everyone, regardless of age, gender, or ability, benefits from activity and fitness. Children are not compared to each other but to standards that are based on how much fitness is needed for health.
- L** Lifetime physical activity and fitness are the essential goals of FITNESSGRAM. Even if the child's current fitness level meets the health standards, we encourage him or her to keep up the good work --- for life.
- P** Personal information is given to each child and young adult regarding his or her fitness level and the types of physical activities that will contribute to his or her health. With reasonable amounts of physical activity, more children can attain FITNESSGRAM's Healthy Fitness Zone.

## Tips for Increasing Physical Activity in Your Family

1. Provide a safe play area for your child and opportunities to be active.
2. Provide equipment and supplies for our child to be active.
3. Encourage your child to play outside instead of watching TV or playing computer games.
4. Participate in physical activity with your child.
5. Work with your child on physical skills so they will feel competent and eager to play.

## WHY IS PHYSICAL ACTIVITY IMPORTANT?

Good health and positive self-esteem often determine the future well-being and success of children and young adults. According to the Centers for Disease Control and Prevention, regular physical activity in childhood and adolescence

- \* improves strength and endurance;
- \* helps build healthy bones and muscles;
- \* helps control weight;
- \* reduces anxiety and stress and increases self-esteem; and
- \* may improve blood pressure and cholesterol levels.

Young people may engage in physical activity simply because it is fun. But the truth is, the long-term consequences of not being active are serious.

- \* Physical inactivity is the second leading cause of preventable death. Only tobacco use causes more preventable deaths.
- \* Adults who are less active are at greater risk of dying of heart diseases and developing diabetes, colon cancer, and high blood pressure.

FITNESSGRAM was developed by The Cooper Institute for Aerobics Research and is endorsed by the American Alliance for Health, Physical Education, Recreation and Dance.

FITNESSGRAM is a registered trademark of The Cooper Institute for Aerobics Research, Dallas, Texas. Coopering Agencies:

Health in Dallas: The Cooper Institute for Aerobics Research ([www.cooperinst.org](http://www.cooperinst.org)) is a nonprofit research and education center dedicated to advancing the understanding of the relationship between living habits and health and to provide leadership in implementing these concepts to enhance the physical and emotional well-being of the individual.

The American Alliance for Health, Physical Education, Recreation and Dance ([www.aahperd.org](http://www.aahperd.org)) is nonprofit professional association of educators that focuses on health, physical education, fitness, sports, dance, and related areas. AAHPERD is the developer of Fitnessgram, a complete fitness educational program.

FITNESSGRAM materials are distributed by the American Fitness Alliance, a division of Human Kinetics ([www.americanfitness.net](http://www.americanfitness.net)).

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# FITNESSGRAM<sup>®</sup>

**John Doe**

**Grade: 12 Age: 17**

**LaFayette Central School**

**Instructor: Dwight Smith**

	Test Date	Height	Weight
Current	06/06/12	5'08"	180
Past			

## MESSAGES

Way to go John! Your scores on 4 of 6 test items were in or above the Healthy Fitness Zone. Scoring in the Healthy Fitness Zone will help you look and feel better. Keep up the good work!

Your aerobic capacity score is in the Healthy Fitness Zone. To maintain fitness, you should be active most days of the week. Try to do aerobic sports or other activity a total of 30 to 60 minutes each day.

You can improve your abdominal strength with curl-ups, crunches or other resistance exercises 3 to 5 days a week. Remember to keep your knees bent. Avoid having someone hold your feet.

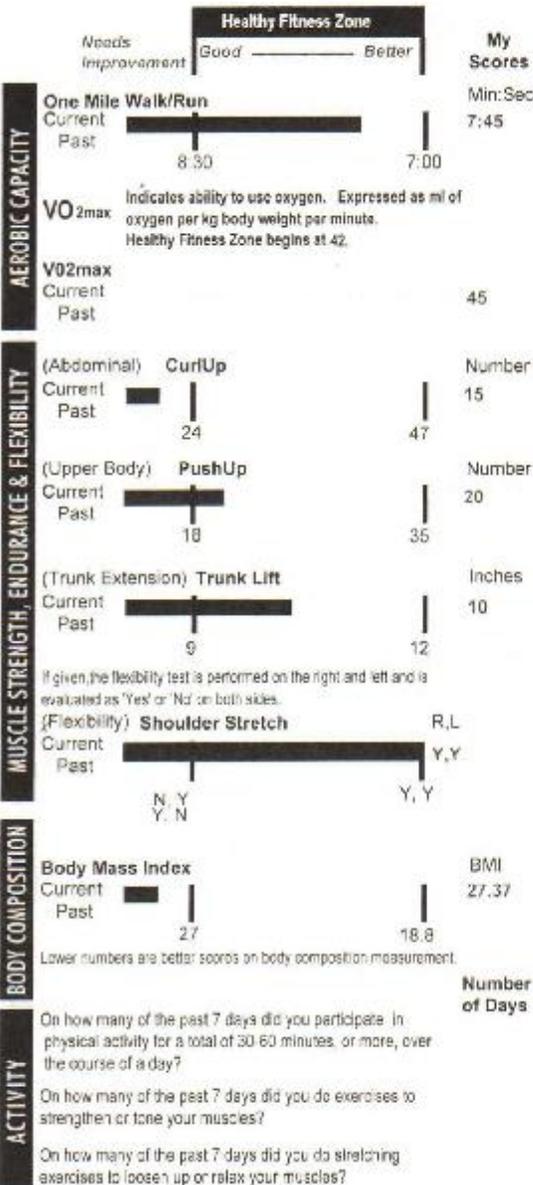
Your trunk and upper body strength are both in the Healthy Fitness Zone. To maintain your fitness, do resistance training that includes exercises for each of these areas. Trunk exercises should be done 3 to 5 days each week. Strength activities for other parts of your body should be done 2 to 3 days each week.

Your flexibility is in the Healthy Fitness Zone. Maintain by stretching slowly 3 or 4 days each week, holding the stretch 20 - 30 seconds.

John, it is important to do regular physical activity to improve body composition. Also, eat a healthy diet including more fruits and vegetables and fewer fats and sugars. Improving body composition may help improve some of your other fitness scores.

To be healthy and fit it is important to do some physical activity almost every day. Aerobic exercises is good for your heart and body composition. Strength and flexibility exercises are good for your muscles and joints.

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On how many of the past 7 days did you participate in physical activity for a total of 30-60 minutes, or more, over the course of a day?

On how many of the past 7 days did you do exercises to strengthen or tone your muscles?

On how many of the past 7 days did you do stretching exercises to loosen up or relax your muscles?