

INDIAN LAKE CENTRAL SCHOOL

STUDENT/PARENT HANDBOOK

GRADES PRE-K – 12

INCLUDING SUMMARIES OF THE

CODE OF CONDUCT

AND

ATTENDANCE POLICY/PROCEDURES

2011-2012 SCHOOL YEAR

TABLE OF CONTENTS

Academic Information	8-14
Academic Eligibility	24
Alternative Ways of Earning High School Credit	17
Alternative Education Programs	18
Appendix A – Code of Conduct	32-34
Appendix B – Attendance Policy	35-39
Bus Transportation	22
Co-Curricular Information	24
Course Requirements	15-16
Emergency Procedures	6
Faculty/Staff Listings	30-34
General Guidelines	4-5
Grading Procedures	9-12
Grievance Procedure	23
Health Conditions	21
Honors & Recognition	19-20
Mission Statement	3
Repeating Courses	18
Student Parking	22
School Services	7
Special Privileges	7
Student Performance Improvement Planning K-12	21
Student Activities	25-29
Testing	19
Valedictorian/Salutatorian	20

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Guidance Counselors

K-5 Gina Pellettier

6-12 Genine Longacker

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MISSION STATEMENT

The Indian Lake Central School will provide an academic environment rich in practical and cultural experiences that addresses the mental and physical needs of each student and will inspire: self-sufficiency, lifelong learning, creativity, responsibility, and citizenship within our Adirondack environment and beyond.

GENERAL GUIDELINES

SCHOOL DAY

In order to provide adequate supervision, students may enter school at 7:45 only for the purpose of eating breakfast or an appointment with a teacher. All other students may enter school at 7:50.

All students are required to leave the school building upon dismissal unless they are participating in an extra-curricular activity or are working with a member of the faculty or staff .

- 7:45 - 8:00 Breakfast served

Middle and High School Schedule

- 7:50 Bell Rings - students enter school and report to 1st period class
- 8:00 Late Bell Rings - attendance is taken and announcements are read
- 8:00 – 8:02 Pledge/Announcements
- 8:00 - 8:42 Period 1
- 8:44 - 9:24 Period 2
- 9:26 - 10:06 Period 3
- 10:08 - 10:48 Period 4
- 10:50 - 11:30 Period 5
- 11:32 - 12:12 High School Lunch
- 11:32 - 12:12 Period 6
- 12:14 – 12:54 Middle School Lunch
- 12:14 – 12:54 Period 7
- 12:56 –1:36 Period 8
- 1:38 - 2:18 Period 9
- 2:20 - 3:00 Period 10

Elementary School Schedule

- 7:50 Bell Rings – students enter school and report to classrooms for attendance
- 7:50 – 8:10 Breakfast
- 10:40-11:00 Pre-Kindergarten-**Lunch**
- 10:50 – 11:10 Kindergarten, Grade 1, and Grade 2 **Lunch**
- 11:10 – 11:30 Grade 3, Grade 4, and Grade 5 **Lunch**
- 2:55 Dismissal

Attendance

- Children arriving or leaving during the school day **must** be signed in/out at the main office by parent or guardian.
- Advance notice of a student being dismissed would be appreciated to allow for planning by teachers and school record keeping.
- K-12 students being picked up after school should be met at the front entrance of the school no earlier than 2:55 P.M.
- Students are to be under the supervision of a teacher, coach, and/or advisor while in the school.
- Only students involved in supervised activities are allowed to remain in the building beyond 3:00 P.M.
- Only those students staying for an approved activity will be permitted to ride the late bus. Students who need to take the late bus must sign-up prior to 12:30 P.M. on that date.

BUILDING USE

The building and/or grounds may only be used with written approval of the superintendent. An employee of the district must be present and assume responsibility when the building is in use. Building use forms can be obtained from the main office.

VISITORS

- Many classrooms welcome volunteers on a regular basis as well as for special activities in and out of school. All visitors must sign in and pick up a visitors pass at the main office. Visitors must sign out prior to leaving. For the protection of our students, only the main front door will be unlocked during the day.
- Classroom visits must be arranged with the teacher in advance.
- Students wishing to bring a guest to school must obtain PRIOR APPROVAL from the Principal.

BREAKFAST AND LUNCH PRICES

Breakfast -- K-12: \$.75
Reduced Rates: K-12: \$.25

Lunch -- K-5: \$1.50
 6-12: \$1.75
Reduced Rates: K-12: \$.25

- We encourage eligible parents to apply for our free and reduced breakfast and lunch program. Applications are available in the office.
- Parents/Guardians of students in grades pre-K-12 are encouraged to prepay their child's lunch.
- K-12 students must pay in cash at the register or prepay for meals.
- School breakfast and lunch will be free the first day of school.

LIBRARY

All students are encouraged to use the library. Students are expected to know and follow the library rules and procedures:

- Library books are stamped with the date due, two weeks from the date borrowed.
- Books may be renewed when due.
- Students with overdue books may not be allowed to borrow books from the library.

EMERGENCY PROCEDURES

EARLY DISMISSAL

In the event school closes early:

- School staff will make every attempt to contact parents/guardians, using emergency telephone numbers on file.
- In an emergency evacuation, the fire alarm may be sounded and instructions will be given for students to move to their assigned emergency evacuation post.
- If students are dismissed at that time, they will be transported home or to a designated caregiver. Parents **should not** pick up their children at school in such a case.
- Students K-5 will not be left at an unattended house.

Each year there will be at least one practice drill for sheltering and early dismissal of students and staff. The drill will test the usefulness of the communications and transportation systems during an emergency.

WEATHER

- If school is to be closed or delayed, the information will be carried by radio stations WGY (810 A.M.), WRGR (102.3 FM), and Radio WSLU-WPRI(91.3 FM) Canton, WCKM-(98.5FM), WCQL-(95.9FM), WWSC-(1450AM) and television stations WTEN (channel 10) WRGB (channel 6) WNYT (channel 13) as well as through our **phone message delivery system**.
- Weather conditions may also necessitate early dismissal, and the procedures above should be followed.

FIRE SAFETY

School Fire Safety is of great concern to us all. Fire drills should be taken very seriously. All occupants must leave the building rapidly and in good order.

Basic rules are:

- Be quiet.
- Go to your designated exit.
- Walk in an orderly fashion.
- Keep 100 feet from the building; do not block roadways or driveways.
- Stay with your group; listen for directions.
- You may re-enter the building after an “all clear” is sounded.
- If you are away from your class, when the alarm sounds, join the nearest class group.

In case the assigned exit can't be used, proceed in an orderly fashion to the next nearest available exit. Stay with your class after leaving the building so that teachers can check to see that everyone was able to leave the building.

COMMUNICATIONS

Electronic mail (email): All teachers and staff members can be reached by using this address format: last name first initial @ilcsd.org

Our website is : www.ilcsd.org.

Voice mail is available 24 hours with the 648-5024 number. Please follow the automated directory.

SPECIAL PRIVILEGES

SENIOR PRIVILEGES:

- Seniors may sign out for off-campus lunch when eligible.

NATIONAL HONOR SOCIETY:

- Honor Society members may sign out for off-campus lunch when eligible.

CRITERIA FOR ELIGIBILITY: (To be reviewed every Thursday)

- Passing all coursework
- An over-all academic average of 80%
- Must sign-in and out of main office
- Must be up-to-date with homework and eligible as of each Thursday.

CRITERIA FOR REVOKING OF PRIVILEGES:

- Violations of the Code of Conduct
- Tardy to school (excused or unexcused)
- 20 or more excused or unexcused absences in any class
- 5 or more absences excused or unexcused in any quarter

SCHOOL SERVICES

GUIDANCE

The Guidance Office provides a variety of services to help students evaluate their abilities, talents, interests and personality characteristics so that they can make appropriate academic and social decisions for themselves. These services include:

COUNSELING

- Assisting the student, parent/guardian and classroom teachers in developing plans for students that have difficulty meeting class or school expectations. This may include working with the Child Study Team or Committee on Special Education (CSE).
- Providing short term and long-term counseling to help students understand and deal with their social, behavioral, personal and academic difficulties.
- Utilizing preventive and developmental counseling to provide students with the life skills needed to deal with problems before they occur, and to enhance personal, social, and academic growth.
- Making referrals to other service providers within the school, such as speech language pathologist and the psychologist.
- Making referrals to other service providers or programs outside the school as requested or needed.

ACADEMIC PREPARATION/ CAREER PLANNING

- Providing and interpreting career interest surveys, as well as interpreting standardized test scores, to help students choose courses and make career plans.
- Providing individual career planning activities and career information to high school students.
- Career Cruising web-based program is available to students, alumni and community members.
- Providing career exploration activities and career information to middle school students.
- Maintaining career files and providing information on colleges and post high school programs.
- Providing guidance on college majors, admission requirements, college applications, entrance exams, and financial aid applications.
- Arranging visits throughout the year with college admissions representatives and prospective employers.
- Providing students with job search skills, which include the job application process, resume writing, and interviewing techniques. Also, providing counsel and information on trade and technical schools and apprenticeship programs.
- Supplying forms and information for working permits to eligible students.

HEALTH SERVICES

SCHOOL NURSE

The school nurse handles all concerns about student health including:

- Yearly health examinations and health screenings for vision, hearing, dental, scoliosis and emotional health.
- Emergency care
- Health counseling
- Assisting with medication administration
- Maintaining all cumulative health records

MEDICATIONS

As required by the State Education Department, for all prescription and over-the-counter drugs:

- The school nurse must have a written request from the family and school physician on file that includes:
 - The frequency and dosage of prescribed or over the counter medication.
 - The condition being treated.
 - How often or when the condition/ illness will be reviewed.
- The school nurse must have on file **written permission** from the parent to assist in administering either medication prescribed or common over-the-counter medications.
- Prescribed medicine should be delivered directly to the school nurse by the parent. It **must be in the original labeled container from the pharmacy.**
- Parents should immediately report to the school nurse with any change in the course of treatment.

ACADEMIC INFORMATION

REPORT CARDS

Report cards are issued for each student at the end of each ten-week marking period. They provide the basis for parents/guardians to see the progress their child has made. It should be noted that report card content varies with each level of the school. An interim report in grades 3-12 may be distributed at the mid-point of each marking period to let students and parents know how the student is doing.

STUDENT PERFORMANCE IMPROVEMENT PLAN K-12

Our goal is for all students to be successful in meeting classroom expectations, in both their academics and behavior. If the teacher or parent/guardian has concerns about a student not meeting expectations, a parent-teacher conference may be called at any time during the school year. The school principal may also be involved in this conference. The outcome of this meeting would be to develop a plan identifying and addressing the student's needs.

If this plan is not successful in improving the student's performance, or if additional input is needed to identify the difficulties and/or make a plan, the student is referred to the **Child Study Team**. A Child Study Team will be established for the Elementary School (K-5), Middle School (6-8) and High School (9-12) and will consist of at least the following members:

- Chairperson
- Child's Teacher(s)
- Child's Parent(s)
- Guidance Counselor

Other school or support personnel may be asked to join the team, as needed, such as: the school nurse, psychologist, speech-language pathologist, etc. The student may also be asked to join the team when appropriate.

The Child Study Team will meet to discuss the student's performance and make recommendations that may include:

- Additional testing and/or evaluation by school or support staff
- Classroom or classwork modifications
- Additional student support or remediation
- Referral to the Committee on Special Education

A student may be referred to the Child Study Team by a parent or teacher, by contacting the school principal any time there are performance concerns. However, a student may be referred for any of the following conditions:

- Failing grades in two (2) core subjects in any quarter
- A change in, or concern about, a student's academic performance
- Disruptive behavior that interferes with the student's or classmate's ability to learn
- Administrative recommendations

If these conditions continue to exist after the third quarter of the school year, the Child Study Team will address then consider grade promotion or retention.

CONFERENCES

Parent/Teacher meetings are encouraged and may be held any time. (The District will schedule a parent/teacher conference day at least one time during the school year).

GRADING PROCEDURES:

Definitions

Formative assessments are:

- **For Learning Enhancement** — The purpose of formative assessment is to enhance learning not to allocate grades. The goal of formative assessment is to improve the level of understanding. Homework is a type of formative assessment.
- **Embedded in Instruction** — Formative assessments are considered a part of instruction and the instructional sequence.

They produce:

- **Non-threatening Results** — Formative assessments are reviewed by the teacher and students are encouraged to raise questions about the assessment and the material covered by the assessment.
- **Direct and Immediate Feedback** — Teachers get a view of both individual and class performances while students learn how well they have done.
- **Structured Information** — Teachers can judge success and plan improvements based on the formative results. Students can see progress and experience success. Both teachers and students learn from the assessment results.
- **Ways to Improve** — Summarized formative results provide a basis for the teacher to re-visit topics in the unit if necessary. Individual student responses provide a basis for giving students additional experiences in areas where they performed less well.

Summative assessments are:

- **For Measuring Student Achievement** — The purpose of summative assessment is to determine a student's mastery and understanding of information, skills, concepts, or processes. Summative assessments occur at the end of a formal learning/instructional experience and may include a variety of activities, e.g., tests, reports, portfolios, etc.

They produce:

- **Grades** - Summative assessments are designed to allocate grades and summarize learning up to that point.

Summative Assessments Should:

- Reflect formative assessments that precede it.
- Match material taught.
- Determine student's exit achievement.
- Align with instructional/curricular outcomes.

Assessment Process/Procedure:

- Fundamentally the school has a responsibility to assess and report to students and their parents what they have learned in a course of instruction. Remember mastery learning/achievement is our objective.
- This report of student achievement is based on averaging the scores of summative assessments created by the teacher for the curricula being taught.
- A summative assessment may take on a variety of forms and does not always need to be a traditional test. A summative assessment just needs to be at the end of the learning process and be authentic, valid, and reliable.
- There needs to be a minimum of five summative assessments each quarter.
- There will not be any zeros included in the calculation of a student's GPA for summative assessments. The only exception to this is if every effort has been made for the student to complete a summative assessment but refuses to do so.
- Don't forget that our report card also contains an area for teachers to rate students' effort, responsibility, and behavior (ERB's) and a report of absences.
- Formative type assessments/assignments (could be homework) is to be used for students to practice skills or enhance learning. Formative assessments/assignments will provide the teacher with information to help determine areas in need of re-teaching.
- To be valid, teachers must provide feedback to every student for all formative assessments.
- Students should be completely familiar with the purpose of the practice assignment and how teacher feedback will be provided. Best practice is to create a rubric and provide it to students/parents for all practice assignments.

What happens if a student does not complete a formative (homework) assignment?

- When a student has not completed a homework assignment, he/she should be directed to stay after school the afternoon of the day the assignment was due. Ideally the student should stay with the teacher that gave the homework assignment. The student may also be sent to the after school study hall. The teacher will need to take into account the after school study hall is currently available only on Tuesday, Wednesday and Thursday. The teacher will contact the student's parent and let them know their child will remain after school to complete the missed homework assignment.
- If a student does not show up to complete the assignment after school on the night agreed on, the teacher must discern why and if there is no valid excuse another parent contact needs to happen and a discipline referral completed. Along with this discipline referral form I will request the following information:
 1. The formative assignment/assessment given.
 2. The rubric/guidelines the formative assessment was to be evaluated by.
 3. A list of interventions/remedies completed to this point. This will included dates and times that were set up for the student to make up the work missed, as well as, dates and times of parent contact.
 4. The discipline referral will trigger administrative intervention and consequences that hopefully will resolve the issue.

Things to keep in mind when assigning homework (Board Policy/Administrative Regulation 8440R):

- In assigning homework, recognition must be given to the fact that students vary widely in interest from one unit to another.
- From a student's viewpoint, the purpose of homework is to:
 1. Have practice in meeting deadlines
 2. Follow a schedule and keep materials in order.
 3. Put creative effort into the work.
 4. Hand it in on time and be neat, accurate and meaningful.
 5. Provide background and/or reinforcement.
- From the teacher's standpoint, the purpose of homework is to:
 1. Allow initiative in the student's approach to his/her assignments.
 2. Encourage learning that is meaningful to the individual.

- 3. Foster a continuing interest in learning.
- 4. Help students become increasingly effective in allocating time to the individual.
- 5. Provide background and reinforcement.
- Homework should be assigned for these specific purposes:
 - 1. Stimulating initiative, response, and self-direction.
 - 2. Developing permanent leisure interest in learning.
 - 3. Providing practice and application for principles discovered in the learning process.
- The amount of time spent by individual students will vary greatly. Some factors affecting this time variable for a students are:
 - 1. Attitude and interest.
 - 2. Competency in study skills
 - 3. Aims and needs
 - 4. Age and health.

Homework should be an integral part of the line of investigation being pursued in class. The student should be aware that he/she is supplementing or extending his/her competency and

Homework is an effective instructional technique. It can positively affect achievement and character development, and can serve as a vital link between school and family.

Homework will have different purposes at different grades. For the elementary school students, it should foster positive attitudes, habits, and character traits. For the middle and high school students, it should facilitate knowledge acquisition in specific topics.

Homework will be required at all grade levels with a mixture of practice, preparation, and performance assignments.

Parents of students in grades 3-5 should initial homework assignment books to indicate the completion of homework.

Parents share the responsibility of student learning. Parents can assist their children with homework by:

- Checking assignment books frequently.
- Providing a study area free of distractions and with good lighting.
- Asking questions about the content of student homework and/or referring to the assignments.
- Giving requested assistance, but letting the student do his/her own work.
- Avoiding undue pressure.
- Helping to create a "homework habit" at the same time each evening.
- Reading and reviewing with your child(ren) the school's homework guidelines.

Teachers are expected to assign homework according to the following guidelines:

- Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience of the classroom.
- Homework should help develop the student's sense of responsibility by providing opportunities for the exercise of independent work and judgment.
- The amount, frequency, and degree of difficulty should be based on abilities, activities, and the needs of students.

Outside Reading

- K-2: Outside reading is encouraged.
- 3-5: Outside reading is required and time for reading is factored into homework requirements.
- 6-8 To maintain a minimum of 600 pages per quarter with book reports and/or conferences.
- 9-12 To maintain a minimum of 600 pages per week and outside reading journal.

ELEMENTARY SCHOOL STANDARDS AND EXPECTATIONS

- All classwork/homework must be submitted on due date.
- Work submitted late will be made up at a time determined by the teacher.
- Students submitting poor work on assignments or projects may submit revised work at the discretion of the teacher.
- Quarterly grades will be based solely on the average of summative assessments (tests, projects, reports, ect).
- All written work should demonstrate knowledge of standard English conventions (accurate spelling, usage, and grammar) consistent with a student's developmental level.
- Illegibly written work is not acceptable.
- When use of a pen on written work is required, blue or black ink will be used. Math work is to be done in pencil.
- Cursive writing will be expected during and after grade 4 (special cases excluded).
- A standard heading is required on all written work beginning in the 3rd grade.

MIDDLE SCHOOL AND HIGH SCHOOL GRADING PROCEDURES (GRADES 6-12)

A full year course is a middle school class that meets every day and is required to have at least five summative assessments per quarter (tests, projects, reports, etc). Grades will reflect student achievement of the curriculum according to the New York State Learning Standards and local curriculum expectations. Minimum passing grade for middle school is 70% and minimum passing grade for high school is 65%

A first and second semester assessment will be given for all courses in the middle and high school courses. Each of these assessments will be worth 10% of the student's final average.

Grade computation below:

Quarterly grade = Summative Assessment Average (minimum 5)

Final grade = Q1 (20%) + Q2 (20%) + Q3 (20%) + Q4 (20%) + 1st Semester Exam (10%) + 2nd Semester Exam (10%)

A ½ year middle school course that meets every other day all year is required to have at least 3 summative assessments (tests, projects, reports, ect).

Grade computation below:

Quarterly grade = Summative Assessment Average (minimum 3)

Final grade = Q1 (20%) + Q2 (20%) + Q3 (20%) + Q4 (20%) + 1st Semester Exam (10%) + 2nd Semester Exam (10%)

A ½ year course that meets every day for a semester is required to have at least 5 summative assessments (tests, projects, reports, etc.).

Grade computation below:

Quarterly grade= Summative Assessment Average (minimum 5)

Final grade

Semester 1 Course – Q1(45%) + Q2 (45%) + 1st Semester Exam (10%)

Semester 2 Course – Q3 (45%) + Q4 (45%) + 2nd Semester Exam (10%)

ACCELERATION:

Students coming into the 8th grade, who meet the following criteria, may apply to the principal for acceleration in course work.

The criteria are:

- Have the minimum passing grade in all subject areas. Minimum passing grade for middle school is 70% and a minimum passing grade for high school is 65%
- 85 or above average in the specific curriculum area
- Teacher recommendation
- Parental approval for the course(s)

Student progress will be monitored when the grades fall to 70 or lower. A student improvement plan will then be implemented.

MIDDLE/HIGH SCHOOL STUDY HALL RULES

- Study hall is a quiet time to be used productively.
- A pre-signed pass is required to go to another class and/or library.
- Bring an outside reading book to every study hall.
- Bring material to last the entire study hall period.
- Students must work on schoolwork for the entire time.
- No electronic devices allowed in study hall unless authorized by a staff member.

USE OF ELECTRONIC COMMUNICATION DEVICES

Students shall not use an electronic communication device and the device must be in the off position while on school property during normal daily operation hours. An electronic device is a device that emits an audible signal, vibrates, displays a message, records, takes photographs or movies, or otherwise summons or delivers a communication to the possessor. A student, upon written request from his/her parent, and with the permission of the school principal may use an electronic communication device if for health or extraordinary reasons. Use of the device will be in accordance with the agreement between the requesting parent and the school principal. Electronic devices may be used during a class or school activity when specifically recommended by the teacher and approved by the school principal in conjunction with educationally appropriate objectives. The school district is not responsible for the security, safekeeping, loss, damage or destruction of electronic devices. Any violations of this Policy will be addressed in accordance with the Code-of-Conduct.

RETENTION GUIDELINES

The purpose of retention in grades K-8 shall be to provide the impacted student with an additional opportunity for academic success.

Pre-K-5

Students will be considered for retention based on a teacher's recommendations. Reasons for such a recommendation may include, but not be limited to:

- academic success
- maturity level
- gaps in academic, social, emotional or behavioral development

GRADES 6, 7, 8

All students who fail two or more courses will be considered for retention.

GRADES Pre-K-8

Prior to a referral for retention, a number of actions or corrective steps will be taken, with an appropriate record kept of those actions. A recommendation for retention should not be a surprise to anyone.

Regular parental contact apprising them of problems, with subsequent contacts regarding improvement or lack of improvement, shall be part of the process.

A referral shall be made to the Elementary Child Study Team/Middle School Retention Committee for the purpose of developing an action plan for improvement.

In April, if there is not satisfactory improvement, a recommendation for retention consideration will be made to the Child Study Team/Middle School Retention Committee. Included with this recommendation should be information on:

- parental contacts
- actions taken to improve the problem
- specifics on how retention will help the student
- specifics on what will be done differently with this student in the subsequent year

The Elementary Child Study Team/Middle School Retention Committee will review the teacher's recommendation and make a recommendation to the administration no later than June 1st of each year.

In making a recommendation to the administration, the Elementary Child Study Team/Middle School Retention Committee should consider:

- all information submitted by the teacher as noted above
- standardized testing results
- student attitude
- other information as appropriate

Final decision on retention is the responsibility of the administration.

CLASSIFIED STUDENTS

In the event a classified special education student needs to be considered for retention, the Committee on Special Education will serve in lieu of the Child Study Team.

MIDDLE SCHOOL, SUPPLIES, STANDARDS AND EXPECTATIONS

Reviewing the following Middle School Guidelines will assist you in knowing the expectations for students by instructors in the Middle School Program. In addition, each instructor will discuss their classroom rules that supplement these guidelines.

The school will provide a learning log. Since the assignment book is an important communication tool between home and school, please check your child's learning log daily, for homework assignments, tests, and notes from their teachers. Teachers welcome your feedback and comments as well. Teachers will check assignment books on a daily basis for your feedback and comments.

- Students will be charged a replacement fee for a lost learning log.
- Preparedness for all classes is expected (binder, outside reading book, covered textbook(s), assignments and/or project material, a change of clothes for physical activity and musical instrument and music).
- All homework is due the next class session, unless otherwise instructed. For homework not handed in students will be expected to make up the assignment at a time determined by the teacher.
- If there are any questions about an assignment, the student should see the instructor immediately. Students are held responsible for all class work.
- Teachers may require handouts, corrected homework, quizzes, etc. to be kept in a student binder or classroom file so that they may be used for review.
- All classes will follow the established standards and expectations for written work, such as:
- Heading required on all assignments as follows:

Name: (first and last) _____ Date: _____
Subject/Page # _____ Teacher: _____

- All written work will be in blue or black ink or pencil where ink is not appropriate.
- All assignments will be completed in cursive unless otherwise indicated by the teacher. Penmanship standards are important. Illegible work is unacceptable.
- Writing will conform to the conventions of standard written English. Students will respond in complete sentences unless otherwise indicated. Students copying words incorrectly from a test paper will be penalized.

HIGH SCHOOL STANDARDS AND EXPECTATIONS

High school students are encouraged to develop more independence in the performance of their work. It is expected that students can make decisions regarding the way work is organized and performed within guidelines that are presented in their individual classes. Ninth and tenth grade students continue to carry a heavy course load of required subjects. They are expected to utilize and will be provided a homework assignment book. Homework assignment books will be made available to students in grades 9 through 12. All high school students are expected to utilize an organizational system such as bookbinders, notebooks, or other means, as appropriate for their grade level and/or classes. Work habits expected are:

- Consistent attendance at school
- Promptness to school and class
- Timely submission of homework and projects
- Organization of locker space
- Consideration of self
- Consideration of others and their property

Homework is expected to be completed according to the parameters set by the classroom teacher. For example, a teacher may expect a student to stay after school to complete an assignment, or an assignment may take on a different form.

Students absent from school are permitted a day for each day of absence to submit assignments. Assignments due on the date of absence are due on the day the student returns to school.

HIGH SCHOOL ADVANCEMENT

To advance into 10th grade, a student **MUST** have successfully completed 5 1/2 units of study with at least one unit of English and one unit of Social Studies. Any exceptions to this must be determined by the administration.

To advance into 11th grade, a student **MUST** have successfully completed 11 units of study with at least two units each of English and Social Studies PLUS the science and math requirements. Any exceptions to this must be determined by the administration.

To advance into 12th grade, a student must have successfully completed 16 ½ units of study with at least three units of English and three units of Social Studies PLUS the science and math requirement. Any exceptions to this must be determined by the administration.

COURSE LOAD

MIDDLE SCHOOL COURSE REQUIREMENTS

GRADES 6-8

The following courses of study are required according to the Regulations of the Commissioner of Education.

Grade 6:**Subject**

English Language Arts
 Social Studies
 Mathematics
 Science
 Music: Band/Chorus
 Art
 Physical Education
 Health

Grade 7:**Subject**

English Language Arts
 Social Studies
 Mathematics
 Science
 Technology
 Home & Careers
 Music: Band/Chorus
 Second Language/French
 Art
 Physical Education

Grade 8**Subject**

English Language Arts
 Social Studies
 Mathematics
 Science
 Second Language/French
 Technology
 Home & Careers
 Music: Band/Chorus
 Physical Education
 Health

HIGH SCHOOL REQUIREMENTS

Students will take a complete course load in grades 9-12. This will typically include a minimum of 5 subjects per semester excluding physical education, band, chorus, and driver's education. No student will be allowed more than one study hall except for extenuating circumstances to be approved by administration. Students may take an independent course, a work-study program, or participate in an apprenticeship or volunteer program. Approval to drop a course must be obtained from the parent, teacher, guidance office and under certain circumstances an administrator.

GRADUATION REQUIREMENTS**REGENTS DIPLOMA****ADVANCED REGENTS**

Content Credits	Credits	Content Area	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
LOTE	1	LOTE	3**
Art/Music	1	Art/Music	1
Health	0.5	Health	0.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
Total:	22.0	Total	22.0

REQUIRED EXAMS**LOCAL REGENTS****REGENTS DIPLOMA****ADVANCED****REGENTS DIPLOMA**

(PASSING SCORE OF 65 AND ABOVE)

2007	2011	Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exams. Earn 22 units of credit.	Math A or Algebra Global History US History Science LOTE (i.e. French)	2/3 Math-* see next page Global History US History 2 Science (1 Life Science & 1 Physical Science) LOTE (i.e French)
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2008	2012	No Local Diploma Option	Math A or Algebra Global History US History Science LOTE (i.e. French)	2/3 Math-* see next page Global History US History 2 Science (1 Life Science & 1 Physical Science) LOTE (i.e French)
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Note: The extension of the safety net for students with disabilities applies to students who enter grade 9 through 2009. The safety net allows students who do not pass a required Regents exam to pass the corresponding Regents Competency Test to meet the local diploma requirements.

*Honors designation is achieved with an average score of 90 and above on all Regents Exams.

September 2009 and thereafter	3	Integrated Algebra, Geometry, Algebra 2/Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/Trigonometry	3	Integrated Algebra or Mathematics A** and Geometry, and Algebra 2/Trigonometry
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- All students who have completed the course of study leading to a Regents examination have the right to be admitted to the examination.

ALTERNATE WAYS OF EARNING HIGH SCHOOL CREDIT

INDEPENDENT STUDY

Independent Study courses may be developed to meet individual student needs. Please contact the guidance counselor for further information.

COLLEGE COURSES

Students are encouraged to continually challenge themselves by taking college courses.

A qualified student may take up to six college credits per semester. For each three credit hours successfully completed, Indian Lake Central School (ILCS) will award one half (.5) unit of high school course credit to count toward graduation as determined by the principal. Converting a college letter grade to a number grade and determining a student's GPA will be as follows:

- A=95, B=85, C=75, and D=65. Plus (+) or minus (-) will adjust the grade 3 or 2 points respectively.
- To compute the student's GPA, a multiplier of 1.1 will be used for any college course taught by a faculty member of ILCS.
- College courses not taught by an ILCS faculty member must have prior approval by the principal and will not be included in a student's GPA for class ranking.

ALTERNATIVE EDUCATIONAL PROGRAMS

SCHOOL DIPLOMA PROGRAM

Washington-Saratoga-Warren-Hamilton-Essex BOCES provides an alternative means of attaining a high school diploma. This tuition program is an option for those students who meet the criteria established by the Indian Lake Central School District.

CAREER AND TECHNICAL EDUCATION

Students meeting the criteria established by Commissioner's Regulations and BOCES may be appropriately placed in an equivalency program leading to a New York State General Education Diploma (GED). If a student is considering attending a BOCES CTE Program, the Guidance Counselor needs to be informed by March 1.

HOME INSTRUCTION

Upon satisfactory evidence of equivalent instruction, parents may educate their child(ren) at home.

TUTORING

Students, who are not attending classes due to injury, illness or suspension, may be provided tutorial home instruction by the school district.

REPEATING COURSES

RETAKE HIGH SCHOOL COURSES FOR CREDIT

Students choosing to repeat a course, must either take a summer program or repeat the course during a subsequent school year to:

- Pass a course previously failed.
- Raise a final average for a course.
- Take the course for Regents credit.

RETAKE REGENTS EXAMS

A student may take a Regents exam again to raise the test mark. The grade is noted on the permanent record card. Regents exams are scheduled in June .

SUMMER SCHOOL

Summer course work may be used to raise a grade of a course already taken during the regular school year, or as a background course for the alternative credit option. Students may attend only an approved summer school program. The final mark will be computed with the final exam weighted as stated for the final average. Students may take no more than two subjects during the summer for the purpose of raising a grade.

Grades 6-8

Sixth, seventh and eighth grade students may attend an approved summer program. The grade earned must be 70 or higher in order to receive credit for the course.

TESTING

TESTING PROGRAM

Each year a variety of New York State tests are required of students at various levels by the State Education Department. The District will administer these tests to grades three through eight in accordance with current New York State Education Department policy.

HONORS AND RECOGNITION

HONOR ROLL GRADES (3-12)

Honor rolls are listed for each ten-week period during the year.

Honor rolls are based on the following:

High Honor Roll

- A minimum GPA of 92.5%
- A minimum attendance rate of 92.5% in all classes.

Honor Roll

- A minimum GPA of 87.5% to 92.4%
- A minimum attendance rate 87.5 % in all classes.

Attendance rate calculation will include both excused and unexcused absences and class tardies.

For example:

Student GPA of 93.4% with both attendance and tardy rate of 98%=High Honor Roll

Student GPA of 93.4% with an attendance and/or tardy rate of 88%=Honor Roll

Student GPA of 93.4% with an attendance and/or tardy rate of 84%-Not eligible for Honor or High Honor Roll

NATIONAL HONOR SOCIETY (Grades 10-12)

After the second marking period, students will be notified of their eligibility based upon the following minimum cumulative grade point average as follows:

- Sophomores - 87%
- Juniors - 87%
- Seniors - 87%

In order to be considered, a candidate must complete an information sheet and submit letters of recommendation.

In selecting inductees, the faculty committee will take into account all criteria for membership, including leadership, character, and service, as well as scholarship as defined in the National Honor Society Handbook.

To remain in good standing, members must maintain an 85% or above and continue to exhibit characteristics of leadership, character, and service that contributed to their selection. No student will be automatically dismissed. Each member is entitled to due process as defined in the National Honor Society Handbook.

GRADUATION WITH HONORS

A local district may award a student a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors. To earn honors, a student shall achieve an average of 90% in all Regents examinations.

VALEDICTORIAN/SALUTATORIAN

Valedictorian and salutatorian recognition will be awarded to students that meet the following eligibility requirements:

- Candidates must attend school full time and complete a four-year consecutive high school program and be a Regents Diploma graduate. Eligible seniors must also have attended Indian Lake Central School from September through June of the final two years of high school, maintaining at least an attendance rate of 87.5%.

- Candidates must have a cumulative average of at least 87.5 for three and three-fourths consecutive years (grades 9 through 12) and are taking at least 7 credits during their senior year, including at least one credit of math, science, English and social studies. Any deviation from this must be approved by the principal.

This will allow a student to take the following type schedule for their senior year:

English
 Social Studies
 Math
 Science
 PE-1/2
 Band/Chorus-1 or ½
 Elective-2
 Lunch
 Study Hall-1 ½ or 2

- The award determination will be made at the end of the third quarter of the senior year (12th grade). Grade point averages are rounded to the nearest tenth. Final grades are weighted according to courses taken. Class standings will not change at the end of the fourth quarter of the senior year.

Class standings do not change at the end of the year. Averages are rounded to the nearest tenth. Grades are weighted according to units involved.

EIGHTH GRADE CONTINUATION

The continuation program is to recognize students that have successfully completed their academic requirements.

MIDDLE SCHOOL AWARDS PROGRAM

The Middle School Awards program is held at the end of the school year during Continuation Ceremonies. Students will be recognized for excellence in academic areas and for their participation in activities and events. Award programs will be conducted periodically to recognize students' activities.

Valedictorian and Salutatorian will be selected based upon grades earned at Indian Lake Central School during 6th and 7th grade plus the first three-quarter marks of the 8th grade. Class standings do not change at the end of the year.

ADVENTURES FOR EXCELLENCE

The *Adventures for Excellence* program is a school sponsored activity grades 6 through 8 that runs in conjunction with the Prevention Education Department of Hamilton County Community Services and allows eligible students to be selected for scheduled trips. The program rewards students for perfect attendance during a marking period, for earning a 90 or better on a test, paper or project, and for good citizenship.

ATTENDANCE

The Comprehensive Student Attendance Policy can be found in Appendix B.

HEALTH CONDITIONS

Students of compulsory attendance age with a chronic medical condition or an extended illness requiring hospitalization or confinement at home are entitled to tutoring.

Tutoring must be requested by the student or parent through the guidance office, and the student's physician must validate the medical condition in writing. On days when approved tutoring takes place, the student will be considered in attendance at school. Normally tutoring services would be provided by the school district for absences that exceed 5 successive days. Tutoring may be scheduled one hour for each day of absence for elementary school students and two hours per day for each absence for middle and high school students.

Students with a possible health impaired handicapping condition will be referred to the district Committee on Special Education pursuant to Section 200-4 of the Regulations of the Commissioner of Education.

BUS TRANSPORTATION

The bus driver is responsible for the bus and for appropriate behavior of students while waiting for, boarding and/or riding on the bus. Students are always to follow the bus safety rules. This means that at all times students will comply with instructions from the bus Driver.

Incidents of misbehavior will be reported to the Administration and may result in the loss of bus riding privileges.

The following rules and regulations are in place for all bus riders:

Waiting for the bus

- Be on time! Plan to be ready to board as the bus arrives.
- Wait off of the road area.
- Always watch the bus as it comes to a stop.

Arrival of the bus

- Stand still until the bus has completely stopped.
- Board the bus safely, quickly, and quietly.
- Sit in an assigned seat or as the bus driver tells you.
- Be seated comfortably and quickly.
- Seat belts are available for students wishing to use them.

While the bus is moving

- Remain seated while the bus is moving.
- Don't distract the driver.
- Use appropriate language and tone of voice.
- Respect other riders and their property.
- Avoid physical contact.

Keep arms and head inside the windows at all times and only open windows after getting approval from the driver. Hold all books or belongings or place them securely under the seat.

Arrival at Planned Destination

- Remain seated until the bus is completely stopped and exit quickly, carefully and in an orderly fashion.
- Remember, you must walk at least 10 feet in front of the bus if you must cross the road.
- Wait for the driver to signal clearance for you to cross.
- Walk and look both ways as you are crossing.

STUDENT PARKING

Statistics clearly show riding to and from school on a school bus is the safest method for transporting children. If a parent allows their child to drive his or her vehicle to school we sincerely recommend parents emphasize the responsibility associated with this privilege.

This privilege may be revoked based on student's behavior, grades, attendance and limited parking spaces.

Indian Lake Central School District assumes no responsibility for vehicle damage or injuries that may occur on school property or while driving/riding to and from school.

GRIEVANCE PROCEDURE

Citizens who are concerned over educational issues have the right to expect an impartial explanation of these issues, to secure information from school officials, and to file formal protests with the full expectation that they will receive a courteous and prompt reply.

Complaints and grievances are often best handled and resolved as close to their origin as possible, and the professional staff should be given every opportunity to consider the issues and attempt to resolve a problem prior to involvement by the Board.

The usual channeling of complaints, especially those involving instruction, discipline, or learning materials, is from Teacher to Principal to Superintendent to Board. Only in those cases where satisfactory adjustment cannot be made by the Superintendent's office should complaints be submitted to the Board.

No member of the community should be denied the right to bring complaints to the Board. However, complaints may be referred back through the proper administration channels for investigation and possible solution before any action by the Board. Comments, suggestions, and constructive criticism about operational matters may also be referred directly to the Superintendent for appropriate consideration and action. Exceptions may be made when the complaints concern Board actions or Board operations only.

CO-CURRICULAR INFORMATION

Students are encouraged to participate in various co-curricular activities. Participation in these activities is a privilege.

Students must meet the requirements contained in the co-curricular handbook and meet the requirements of the eligibility policy in order to participate in any sports or other co-curricular activity. Students and parents must review the co-curricular handbook and sign contracts or agreements for participation in these activities.

Students who are suspended from school on a day of an athletic game or practice session, party, school dance, or other extracurricular activity scheduled after regular school hours are not eligible for participation or attendance at such events.

In order for students to attend a school-sponsored function, it is necessary that students attend classes for at least half of the school day on the day of the activity. Extenuating circumstances do arise and will be reviewed on an individual basis by the administration.

Academic Eligibility

The teachers, administrators, coaches, guidance counselors, students, and parents will work together to ensure a positive educational experience for students participating in co-curricular activities. At the beginning of a co-curricular activity or interscholastic sports season, the coach/advisor will review the most recent academic reports for the student participants and submit a list of student participants to the appropriate faculty members for their further input.

Each week the middle school and high school teachers will determine the academic eligibility status of students participating in co-curricular activities as follows:

Middle school students – all middle school students will be issued an assignment book. The assignment book will have a record of all assignments and their completion status. If a student does not complete an assignment or if the quality of the assignment is not acceptable this will be noted in the assignment book. The assignment book will be reviewed every week on Friday during the advisory period. If a student has not met his/her academic obligations for the week in any subject, they become ineligible to participate for the following week. The middle school advisory teacher will note the ineligibility status in the assignment book and notify the principal, athletic director and/or co-curricular advisor, and guidance counselor.

High school students - 9th and 10th grade students will be issued an assignment book by the school. Students in grades 11 and 12 have the option of using a school assignment book or furnishing their own. All high school students must use an assignment book to keep a record of their assignments. If a high school student does not complete an assignment or if the quality of the assignment is not acceptable, the teacher will notify the student and may contact parents. Eligibility status for high school students will be reviewed at the Thursday high school team meeting. If a student has not met his/her academic obligations for the week in any subject, they become ineligible to participate for the following week. High school teachers will notify the principal, athletic director and/or co-curricular advisor, and guidance counselor and parents may be contacted.

All students will have the opportunity to stay after school to complete or improve the quality of an assignment in accordance with the specific class criteria.

Ineligible students - a student that is deemed ineligible will be permitted to attend practices and attend games for interscholastic sports but will not be allowed to play in the game. Students participating in other co-curricular activities will follow a similar pattern of ineligibility. Students participating in co-curricular activities should make every effort possible to complete overdue assignments, as well as, staying current with homework assignments. This may mean the coordination with teachers to seek help after school. After three consecutive weeks of academic ineligibility, the student will be dismissed from the co-curricular activity. Students maintaining an 85 average or higher in every class are exempt from these academic eligibility criteria. Class average will be reviewed every 5 weeks.

CLUBS/GOVERNMENT

SPIRIT CLUB

The spirit club is open to all students in grades 6-12 and is organized into two groups-Modified (Grades 6-8) and Varsity (Grades 9-12). During basketball games, spirit club members will be at the front and back doors greeting fans. They will handout game programs and offer face painting with team spirit logos. Two members of the club will be designated to assist the visiting team. Club members will also cheer on the team throughout the game.

FRENCH CLUB

The French Club meets after school (when possible) and provides high school students the opportunity to experience French culture outside of the classroom. The French Club hosts events such as French Club Dinner & a movie as well as family-stay trips to Québec City & France. There is one fundraiser per year (a cookie dough sale in the fall). This is open to all 9-12 students taking French.

POST STAR BOWL

The Post Star Bowl team is an academic quiz team open to all students in grades 9-12. Only eight students may play per match, but all students on the team travel to the games. The team practices in Mrs. Harrington's room once per week according to the practice schedule. Competitions are at Queensbury High School six times during the season, which runs from October through January. When competing, the students leave school at 4:30 pm and return by 9 pm. Every match also includes the ever-popular stop at Aviation Mall.

DRAMA CLUB

The Drama Club is open to students in grades 9-12. Its chief activity is the high school play in the spring, but the club also puts on a Holiday Coffeehouse in December. Everyone is invited to participate in both productions. There are auditions for the play, but the club always needs backstage help from those less comfortable in the public eye. Rehearsals are arranged as part of the weekly practice schedule. During approximately the two months prior to the spring show, rehearsals are four nights per week for at least one to one and a half hours. In the last two weeks, rehearsals do get longer, but students are always encouraged to bring their homework to do when they are not on stage.

TECHNOLOGY EDUCATION CLUB

The Technology Education Club is a community service group that lends support to school and community through funds or a labor force. Some activities that the club has completed in the past and continue to do each year are: Construction of a welcome sign for the town, painting of town buildings, construction of scoreboards for the school, planting flowers for the school, sponsor scholarships for senior graduation, donation to the DARE program each year, donations to the Little League program and the ILCS Elementary Soccer program, and participate in the Adopt-A-Highway program through the New York State Department of Transportation.

The Technology Education Club's goal is to develop **Pride, Good Work Ethics, Leadership, Citizenship, and Team Building** in a student with their School, Community, together with other people.

The Technology Education Club is open to students in grades 9-12. A student that is a member of this club for four years will receive a Service Award along with a Technology Education Club leather jacket upon graduation.

JAZZ BAND

This band is intended to expand a student's knowledge of music and is open to either high school or middle school students (depending on interest). Practices will generally be after school. We will perform during concerts and possibly at fundraisers.

STUDENT COUNCIL

The goal of the Student Council at ILCS is to involve students in the process of creating, planning, and implementing activities or projects that will benefit their school and community while also strengthening their skills as students and young adults; skills such as speaking in a group, running a meeting, organizing an agenda, assigning tasks to members, collecting feedback from classmates, etc. The Student Council hopes to be the "voice of the students".

The Student Council consists of two representatives from each high school class. Each class will elect their representatives each school year. The representatives will serve as liaisons between their class and the Student Council. The Student Council members will meet regularly (at least once a month, possibly more) to decide and plan what types of projects or activities they want to pursue at the school and or in our community.

The Student Council members elect their own officers and run the meetings with the guidance of the advisor(s).

The Student Council will meet with the principal regularly to discuss ongoing items, brainstorm or just touch base with projects and activities.

National Honor Society members will automatically be invited to participate in Student Council but it is not obligatory.

Some responsibilities the Student Council has include;

- Running the Red Cross Blood Drive
- Reading the Morning Announcements
- Some members may attend the NYSCSLA Conference
- Responsible for organizing Peace Day (every other year)
- Participate on the Planning Committee for Student Leadership Conference
- Most other responsibilities will be created by the Council

NATIONAL HONOR SOCIETY

This organization is open to students in grades 10-12. After the second marking period, students will be notified of their eligibility based upon a minimum cumulative grade point average of an 87%.

In order to be considered, a candidate must complete an information sheet and submit letters of recommendation.

In selecting inductees, the faculty committee will take into account all criteria for membership, including leadership, character, and service, as well as scholarship as defined in the National Honor Society Handbook.

To remain in good standing, members must maintain an 85% or above and continue to exhibit characteristics of leadership, character, and service that contributed to their selection. No student will be automatically dismissed. Each member is entitled to due process as defined in the National Honor Society Handbook.

ILCS MAJORETTES AND FLAG CORP.

The Majorettes are comprised of both male and female students from grades 3-12. The Flag Corp is comprised of both male and female students from grades 6-12. We will march in two parades each year, including the Memorial Day Parade, Flag Day Parade. The group works with our ILCS band to prepare for each parade.

YEARBOOK

The yearbook is developed by both a graded class and through work by those wishing to help. This is open to students in grades 9-12. Students will be asked to take pictures, work on the computer program to develop pages for the book, help with picture day; acquire advertisements from local businesses to help support the cost of the book, and will sell the yearbook.

MIDDLE SCHOOL TOWN GOVERNMENT

This representative student government is based on the New England Town Meeting model. Students are eligible to run for 4 offices for a one-year term: Moderator, Clerk, Treasurer, and Constable. This election is conducted as authentically as possible, requiring voter registration, notarized petitions, campaign speeches, and strict voting procedures. Representatives are elected from each color team to serve with the officers on an executive council that generates the agenda for each meeting. Parliamentary procedure is used to conduct business.

ATHLETICS

Please Note: All modified and varsity sports are merged with Long Lake Central School, with the exception of girl's modified basketball. Practices and games will take place in Long Lake and Indian Lake on an equal basis and when appropriate transportation services will also be shared whenever possible.

GIRLS MODIFIED SOCCER

Girls in grades 7-9 are eligible to participate in modified soccer. Typically the season starts with practices the third week of August. Students are responsible to attend these practices prior to the start of school to acquire enough practices to be eligible to play in games. During this pre-season period practices are two hours each and are held Monday through Friday.

Once school begins, practices are from 3:00 to 4:00 pm on school days. The game schedule will include approximately 12 games as regulated by the New York State Public High School Athletic Association. Ideally half of those games will be in Indian Lake/Long Lake with the other half at other schools. A home game generally ends around 6:00 pm with students returning to Indian Lake from an away game anywhere from 7:00 pm to 8:00 pm, depending on the site of that game. Occasionally there may be a game on Saturday morning, but usually no more than once per season. The season usually ends the second week of October.

GIRLS MODIFIED BASKETBALL

Girls in grades 7-9 are eligible to participate in modified basketball. The season begins on November 1st with practices. Due to having four basketball teams using the school facilities practice times rotate among those teams. Modified practices are usually held from 3:00-4:00 pm or 4:00-5:00 pm. Occasionally practices will be from 3:00-4:30 pm or 4:30-6:00 pm due to the boys having an away game, which provides fewer teams needing to use the gymnasium.

According to the New York State Public High School Athletic Association approximately 14 games may be played at the modified level. Half of these games would be at Indian Lake with the other half at opposing schools. In most cases games begin at 5:00 pm. If the game is at Indian Lake players are requested to be ready a half-hour prior to the start of the game. For away games departure is dependent upon the site but is usually between 3:00 and 4:00 pm. Return to Indian Lake from away games depends on where the game is and also what teams are playing. Usually the girl's varsity will have a game following the girl's modified. When this occurs return to ILCS is around 8:00 pm. When the game is in Lake Pleasant the boy's modified team plays after the girls and return to Indian Lake is around 7:00 pm.

During the month of December is the Holiday break from school. On occasion the team may practice during this break. The season typically ends around the second week of February.

GIRLS MODIFIED SOFTBALL

Girls in grades 7-9 are eligible to participate in modified softball. The season typically starts the first part of March and continues until the first week in June. This is dependent on weather conditions. Practices are held for one hour after school with approximately 10-14 games and scrimmages played during the season. Some games may be on Saturdays.

GIRLS VARSITY SOCCER

Varsity girl's soccer is open to all girls in grades 10-12. The possibility of 9th graders moving up or 8th graders who pass specific criteria to move up to the varsity level is left to the coach's and athletic director's discretion and will be discussed with parents of students. The season begins the second week of August and is usually concluded prior to November 1. Soccer is a physical sport requiring athletes to be highly conditioned. Therefore, all practices, including summer practices, are extremely important. Students should make every effort to arrange their work schedules around practice times. Practice sessions throughout the season are typically 1 and 1/2 hours in length. Players usually play between 14-16 games in a season, as well as a couple of scrimmages early in the year. It is expected that the athlete communicate with the coach about upcoming appointments or other obligations that may interfere with either practices or games as soon as possible. As with all varsity sports, playing time is generally determined by effort in practices and skill level. The status of being an upper-classmen does not guarantee playing time.

GIRLS VARSITY BASKETBALL

Girl's varsity basketball practices start on November 1st and are open to students in grades 10-12. There are typically 18 regular season games along with a few scrimmages. Practices may be scheduled during Christmas break and if the team is successful, sectional games will be played during the February break, which may last as late as the middle of March. As with all varsity sports,

playing time is generally determined by effort in practices and skill level. The status of being an upper-classmen does not guarantee playing time.

GIRLS VARSITY SOFTBALL

Varsity girl's softball is open for girls in grades 10-12. The season starts around March 1 and goes to the end of May. We play approximately 14 games, however, the season may be extended by sectional play into June. Some games could take place on Saturdays. Practices are 1 and ½ hours each weeknight.

BOYS MODIFIED SOCCER

Boys in grades 7-9 are eligible to participate in modified soccer. Typically the season starts with practices the third week of August. Students need to attend these practices prior to the start of school to acquire enough practices to be eligible to play in games. During this pre-season period practices are two hours each and are held Monday through Friday.

Once school begins, practices are from 3:00 to 4:00 pm on school days. The game schedule will include no more than twelve games as regulated by the New York State Public High School Athletic Association. Ideally half of those games will be in Indian Lake/Long Lake with the other half at other schools. A home game generally ends around 6:00 pm with students returning to Indian Lake from an away game any where from 7:00 pm to 8:00 pm, dependent upon the site of that game. Occasionally there may be a game on Saturday morning, but usually no more than once per season. The season usually ends the second week of October.

BOYS MODIFIED BASKETBALL

Modified boys basketball is open to students in grades 7-9. The season starts November 1 and ends mid February. Practices are generally weeknights for an hour to 1 and 1/2 hours. Occasional practices will be held on weekends and over vacations. There are approximately 14 games, which half are played at home and half are away.

BOYS MODIFIED BASEBALL

Boys in grades 7-9 are eligible to participate in modified baseball. The season typically starts the first part of March and continues until the first week in June. This is dependent on weather conditions. Practices are held for one hour after school with approximately 10-14 games and scrimmages played during the season. Some games may be on Saturdays, but these are very few.

BOYS VARSITY SOCCER

Boys varsity soccer traditionally starts around the beginning of the 3rd week in August and is open to students in grades 10-12, however, sometimes, talented freshman are asked to play. The NYS selection classification program is also available for very talented junior high students. Practices generally run 2 hours per night. Players usually play between 14-16 games in a season, as well as a couple of scrimmages early in the year. Playoffs start after the regular season ends and may go into the first week on November. As with all varsity sports, playing time is generally determined by effort in practices and skill level. The status of being an upper-classmen does not guarantee playing time.

BOYS VARSITY BASKETBALL

Boy's varsity basketball starts on November 1st and is open to students in grades 10-12. There are typically 18 regular season games along with a few scrimmages. Practices may be scheduled during Christmas break and some weekends and if the team is successful, sectional games and practices will be scheduled during the February break, which may last as late as the middle of March. As with all varsity sports, playing time is generally determined by effort in practices and skill level. The status of being an upper-classmen does not guarantee playing time.

BOYS VARSITY BASEBALL

Boy's varsity baseball starts approximately March 1 and is open to students in grades 10-12. The regular season consists of approximately 14 games (depending on the weather) and ends toward the end of May. Sectional and regional play may go until the 2nd week of June. As with all varsity sports, playing time is generally determined by effort in practices and skill level. The status of being an upper-classmen does not guarantee playing time.

GOLF

This program is open to any student in 11-12th grade. Golf club will meet from mid-May through mid-June. Many of the golf outings will be combined with the golf club from Long Lake. If you are interested in participating in this program, you should have access to a set of clubs. If you do not have access arrangements can be made for a set to be borrowed.

Participants are expected to attend all practices and outings. If circumstances occur which cause a student to miss one appropriate notice is mandatory.

All participants are expected to learn, and demonstrate appropriate golf etiquette. Any student that ignores these expectations may lose the privilege of participation. General golf etiquette guidelines are provided to assist you in understanding of the expectations.

SPECTATOR CODE OF CONDUCT

Your attendance at the game is a privilege and is appreciated. As a spectator you will be expected to conduct yourself in a manner that will make the contest enjoyable for other fans and the athletes. You are expected to display good sportsmanship, appropriate behavior and respect towards officials, players and the opposing team.

SCHOOL DANCE RULES

- All school rules apply to Indian Lake students, their guests, disc jockeys and/or band members. Any person not following the rules will be asked to leave.
- The administration and chaperones will make the guidelines on attendance.
- School activities held off school grounds are subject to all rules.
- The principal must approve all guests. Students will request written permission for approval at least three days before the dance. A student will introduce outside guests to the chaperone at the dance. Guests are the responsibility of the student host. Students must register their guests in the office.
- All students will be expected to sign-in upon entering.
- Admittance after 45 minutes will only be with special permission.
- Students leaving the school building during a dance will not be readmitted, and must also leave school property.
- Chaperones may refuse admittance to anyone causing a disturbance or suspected of drinking or using other drugs.
- Students who come to school activities intoxicated or cause a disturbance **will** be subject to discipline following the District Code of Conduct.
- Publicity is allowed with prior permission from both the advisor and administration.
- You must remain in the designated area of the dance. Exceptions will be made for those students who are responsible for preparing refreshments.
- Only designated restrooms will be used.
- Faculty advisors will be in attendance at all times during any school dance. It shall also be required that at least four (4) chaperones be in attendance at all times (2 parents and 2 teachers).
- The disc jockey or band must be notified that any infraction of these rules will subject them to immediate cancellation of their services and a forfeiture of their compensation.
- All student transportation needs must be arranged in advance for immediate departure from school at the end of the dance.
- Telephone use is permitted for urgent calls only with the permission of the chaperone.

FACULTY/STAFF LISTINGS

<i>Name</i>		<i>Title</i>
Mark T. Brand	-	Superintendent of Schools
David Snide	-	Principal
Gina Pellettier	-	Guidance Counselor/CSE Chairperson
Genine Longacker	-	Guidance Counselor
Elizabeth Stewart	-	School Nurse
Jolene Clark	-	Pre-Kindergarten
Robin Jay	-	Kindergarten
Kelly Walker	-	Grade 1
Heather Brown	-	Grade 2
Susan Norris	-	Grade 3
Debra Starling	-	Grade 4
Kathleen Roberts	-	Grade 5
James Pine	-	Social Studies
Kristen Sherwood	-	English Language Arts
Sandra Bureau	-	Science
Stephanie Bennett	-	Math
Jason Dora	-	Music
Mellissa Mulvey	-	Music
Robin Brand	-	Family & Consumer Science
Jane Hinckley	-	French
Lauren Walker-Arsenault	-	Art
John Rathbun	-	Technology
John Reynolds	-	Physical Education
Patricia Curry	-	Physical Education/Health
George DeChant	-	Library Media Specialist
John Clark	-	Social Studies
Erica Eager	-	Math
Nora Harrington	-	English
Alan LaFountain	-	Science
Jeff Reynolds	-	Business
Laurie Wells	-	Special Education
Jonathan Short	-	Psychologist
Holly O'Meara	-	Speech Therapist
Ginger Farrell	-	Teacher Assistant
Elsa Schisler	-	Teacher Assistant
Linda Rusch	-	Teacher Assistant

<i>Name</i>		<i>Title</i>
Louann Tetrault	-	Business Manager
Dianna Wilder	-	Secretary to the Superintendent/District Clerk
Joanna Pine	-	Secretary to CSE/Guidance
Linda Ovitt	-	Account Clerk
Lori Bennett	-	Building Aide
Julia Gundel	-	Cook/Manager
Bonnie Eldridge	-	Cafeteria Helper
Cathy Bennett	-	Cafeteria Helper
Matthew Spring	-	Senior Custodian
Jeremy Monthony	-	Building Maintenance Mechanic
George Virgil	-	Transportation Supervisor/Bus Driver
Emmett Hall	-	Custodian
Rose Seymour	-	Custodian
Robert Naubereit	-	Custodian
Tim Callahan	-	Bus Driver
John Kelly	-	Bus Driver
Andrew Smith	-	Bus Driver/Mechanic
Jay Griffin	-	Bus Driver
Tim Spring	-	Bus Driver
George Virgil	-	Bus Driver
Janet Clawson	-	Bus Aide

APPENDIX A

CODE OF CONDUCT SUMMARY

The following is a summary of our District's Code of Conduct. If you should have any questions or would like a copy of the actual code please contact the school. (648-5024)

The Indian Lake Central School District has developed and will amend, as appropriate, a written Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors. The District shall further provide for the enforcement of such Code.

For purposes of this regulation and the implemented Code of Conduct, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the school, or in or on a school bus as defined in Vehicle and Traffic Law Section 142; and a school function shall mean a school-sponsored extracurricular event or activity.

The District Code of Conduct has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel, and has been approved by the Board of Education.

The Code of Conduct includes:

- Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property, including school functions; and conduct, dress and language deemed unacceptable and inappropriate on school property.
- Provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students, and visitors on school property, including school functions.
- The appropriate range of disciplinary measures which may be imposed for violation of such Code of Conduct.
- The roles of teachers, administrators, other school personnel, the Board of Education, and parents/persons in parental relation to the student.
- Standards and procedures to assure security and safety of students and school personnel.
- Provisions for the removal from the classroom, and from school property and school functions, of students and other persons who violate the Code of Conduct.
- Grounds for teacher removal of "disruptive students" (as defined in accordance with Education Law and Commissioner's Regulations) from the classroom.

A "disruptive student" is defined as an elementary or secondary student under twenty-one (21) years of age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

- Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident by the teacher. However, no such "disruptive" student shall return to the classroom until the principal (or his/her designated School District administrator) makes a final determination, pursuant to Education Law Section 3214 (3-a)(c).
- The principal/designee shall not set aside the discipline imposed by the teacher unless the principal/designee finds that:
 - The charges against the student are not supported by substantial evidence;
 - The student's removal is otherwise in violation of law; or
 - The conduct warrants suspension from school pursuant to Education Law and a suspension will be imposed.
- Teachers are required to **immediately** report and refer "violent students" (as defined in accordance with Education Law) to the principal or Superintendent for a violation of the Code of Conduct and a minimum suspension period pursuant to Education Law Section 2801.
- Disciplinary measures to be taken in incidents involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence.
- Provisions for detention, suspension and removal of students from the classroom, consistent with the Education Law Section 3214 and other applicable federal, state, and local laws.

- Procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs.
- Procedures by which violations are reported and determined; and disciplinary measures imposed and carried out.
- Provisions ensuring that the Code of Conduct, and its enforcement, are in compliance with state and federal laws relating to students with disabilities.
- Procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime.
- Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations by their children.
- Circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision (“PINS”) petition as defined in Articles 3 and 7 of the Family Court Act will be filed.
- Circumstances under and procedures by which referral to appropriate human service agencies shall be made.
- Delineation of a **minimum** suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher’s authority over the classroom. However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law.
- The determination of students who “repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher’s authority over the classroom” shall be in accordance with definitions enumerated in Commissioner’s Regulations. For purposes of this requirement:

“Repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom” shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to Education Law Section 3214(3-a) and the provisions set forth in the Code of Conduct on four (4) or more occasions during a semester, or three (3) or more occasions during a trimester, as applicable.

- Delineation of a **minimum** suspension period for acts that would qualify the student to be defined as a “violent student” pursuant to Education law Section 3214(2-a)(a) and enumerated below. However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law.
- Pursuant to Education Law, a “violent student” is defined as an elementary or secondary student under twenty-one (21) years of age who:
 - Commits an act of violence upon the teacher, administrator or other school employee;
 - Commits, while on School District property, an act of violence upon another student of any other person lawfully upon such property;
 - Possesses, while on School District property, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;
 - Displays, while on School District property, what appears to be a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing death or physical injury;
 - Threatens, while on School District property, to use any instrument that appears capable of causing physical injury or death;
 - Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other School District employee, or any person lawfully upon School District property; or
 - Knowingly and intentionally damages or destroys School District property.
- Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a weapon to school shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior, and which shall be publicized and explained to all students on an annual basis.
- Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline.

The Code of Conduct has been adopted by the Board of Education after one (1) public hearing that provided for the participation of school personnel, parent/persons in parental relation, students, and any other interested parties.

Distribution of the Code of Conduct shall include, but not be limited to, the following methods of dissemination:

- Copies of a summary of the Code of Conduct shall be provided to all students at a general assembly held at the beginning of each school year.
- Copies of the Code of Conduct shall be made available to parents/persons in parental relationship to students upon request.
- A plain language summary of the Code of Conduct shall be mailed to all parents/persons in parental relation to students **before** the beginning of each school year, and such summary of the Code shall be made available thereafter upon request.
- Each existing teacher shall be provided with a copy of the Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code, and new teachers shall be provided with a copy of the current Code upon their employment.
- Copies shall be made available for review by students, parents/persons in parental relation to students, non-teaching staff, and other community members.
- The District shall further take reasonable steps to ensure community awareness of the Code provisions.

The District's Code of Conduct shall be reviewed by the Board of Education on an annual basis and updated as necessary, taking into consideration the effectiveness of Code provisions and the fairness and consistency of its administration. The District is authorized to establish a committee to facilitate the review of the Code of Conduct and the District's response to Code of Conduct violations. Any such committee shall be comprised of similar individuals designated to develop the original Code of Conduct (see above).

The Board of Education shall re-approve any such updated Code of Conduct or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The District shall file a copy of its Code of Conduct and all amendments to the Code with the Commissioner of Education no later than thirty (30) days after their respective adoptions.

APPENDIX B

COMPREHENSIVE STUDENT ATTENDANCE POLICY

The Indian Lake Central School District recognizes the importance of regular daily attendance in the academic progress and success of all students. To this end, the superintendent and principal will, in cooperation with a committee of District stakeholders known as the Shared Decision Making Team, create a process and accompanying procedures to monitor and encourage student attendance in compliance with NYS Education Department guidelines.

The student attendance and procedures will include the following components:

- A description of the method for taking and recording attendance daily for all students and also period-by-period for students in grades seven through twelve.
- A definition of excused and unexcused absences.
- A description of the attendance requirements for receiving course credit and/or attending summer school.
- A description of incentives available to encourage regular student attendance.
- A description of consequences to be applied for tardiness or failure to attend school or class.
- A description of the process by which parent/guardians will be notified of a student's tardiness, failure to attend school, or failure to attend class.
- A description of intervention strategies to be implemented in addressing attendance problems.
- A description of the responsibilities and organizational structure for monitoring, recording, reviewing, and addressing attendance concerns.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

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

- To increase school completion for all students;
- To raise student achievement and close gaps in student performance;
- To identify attendance patterns in order to design attendance improvement efforts;
- To know the whereabouts of every student for safety and other reasons;
- To verify that individual students are complying with education laws relating to compulsory attendance;
- To determine the District's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

The School District will:

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- Develop a Comprehensive Student Attendance Policy based upon the recommendations of the District's Shared Decision-Making Team that includes representation from the administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- Maintain accurate record keeping via a Register of Attendance to record attendance, absence, tardiness or early departure.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

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

- **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, approved school activities and events, military obligations, family obligations or other such reasons as may be approved by the Board of Education.
- **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

Student Attendance Record Keeping/Data Collection

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

Commencing July 1, 2002 attendance shall be taken and recorded in accordance with the following:

- For students in kindergarten through grade five (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day and reported to the school nurse. Students who are tardy or dismissed early must contact the school nurse upon arrival or prior to departure.
- For students in grades 6-12 the following procedures will be utilized in regarding student attendance:
 - At the beginning of the first class period of the day, attendance will be taken by the teacher and sent to the attendance office.

- At the beginning of each subsequent class period, attendance will be recorded on the District's period by period attendance form. These forms will be submitted to the school attendance office at a time determined by the administration.
- Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

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

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

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

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Students will be considered in attendance if the student is:

- Physically present in the classroom or working under the direction of the classroom teacher during the class schedule meeting time
- Working pursuant to an approved independent student program
- Receiving approved alternative instruction.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, student absences, tardiness, and early departures will affect a student's grade. Missing instructional time will certainly affect the amount of learning that takes place.

Any student who misses 15 minutes or more of instruction time due to either tardiness or early departure will be considered absent.

Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and the implementation or specific intervention strategies to be employed, the following guidelines shall be followed:

- Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- School newsletter and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.
- At periodic intervals, a designated staff member(s) will notify the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit.
- A designated staff member will review the District's Attendance Policy with students who have excessive and/or excused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, may be implemented to encourage better attendance by the student

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

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Attendance Incentives

In order to encourage student attendance, the District may develop grade appropriate strategies and programs including, but not limited to:

- Attendance honor rolls may be posted in prominent places and may be included in the District newsletter and with parent/person in parental relation consent, in community publications. Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards).
- Recognition at end of year awards ceremonies.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions.

Intervention Strategy Process

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

- A designated staff member will, on a daily basis, contact each parent/guardian to ascertain the reason for a student's absence.
- If a student has left school without appropriate authorization the administration will make every attempt to contact the student's parent/guardian. If the parent/guardian is not available the school will try to ascertain the student's whereabouts and encourage their return to school.
- Personnel will be available to discuss attendance issues.

Appeal Process

A parent/person in parental relation may request a meeting with the building principal and the District Attendance Committee to review their child's attendance record. The committee shall consist of the principal, faculty member and a guidance counselor.

Building Review of Attendance Records

The building principal will work in conjunction with Pupil Personnel Services Department staff to review attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

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

Community Awareness

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

- Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of the each school year and promoting the understanding of such a policy to students and their parents/persons in parental relations.
- Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy and procedures.
- Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3205, 3206
3210, 3211 and 3213
8 New York Code of Rules and Regulations
(NYCRR) Section 104.1, 109.2 and 175.6

Revised 7/20/11