

ADMINISTRATIVE PROCEDURE

HANDBOOK

FOR

TEACHERS

2024-2025

**Laurens Central School
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Laurens Central School

Mission Statement

Working cooperatively with the home and community, Laurens Central School will create a learning environment conducive to ensuring student success. We will provide opportunities to prepare all students to become active and responsible citizens in a multicultural democratic society. Laurens Central School will provide the knowledge and skills necessary for successful life-long learning.

PHILOSOPHY AND OBJECTIVES

Statement of Philosophy

We acknowledge that education is a cooperative process shared by the school, the home, the church, and other community agencies. Laurens Central School accepts the challenge to train the student to take his/her place as an active and responsible citizen in a democratic community. Further, through a program geared to the needs and capacities of the variety of students' characteristic of our rural-suburban community, the school endeavors to provide the knowledge and basic skills requisite to enter economic life immediately or to pursue further education.

Statement of Objectives

1. To provide an educational program based on New York State Learning Standards which will adequately prepare students to meet the challenges of all New York State testing requirements.
2. To provide courses adapted to the occupational characteristics of the community.
3. To provide a curriculum which will adequately prepare students for higher education.
4. To cooperate with the home, the church, and community agencies to help them achieve their objectives.
5. To provide pupils with everyday experiences which promote this cooperative attitude.
6. To challenge and educate the students from every economic level, and better fit them for their places in the community.
7. To develop society's potential leaders through training in school situations by providing the necessary experiences for development of successful leadership.
8. To emphasize the lasting importance of character traits which are acceptable to our society.
9. To encourage school personnel to take an active part in community functions.
10. To experiment and evaluate continually to determine existing needs for the purpose of improving methods and content.
11. To encourage moral, and social development concurrent with academic and extra-curricular development.

Approved 1/21/81

Reviewed and Readopted 8/17/88

Reviewed and Readopted 1/28/99

Reviewed and Readopted 8/17/2022

GENERAL INDEX

TOPIC	SECTION
A. PROFESSIONAL RESPONSIBILITIES	#1000
B. GRADING/TESTING/EVALUATION	#2000
C. STUDENTS	#3000
D. DAILY ACTIVITIES	#4000
E. EMERGENCY PROCEDURES	#5000
F. OPENING OF SCHOOL	#6000
G. SERVICES	#7000
H. ODDS AND ENDS	#8000

TEACHER'S HANDBOOK

INDEX

A

Absence, Notification of	1004
Certification of Leave.....	1004.1
Annual "Beginning of the Year" Training	6006
Assembly Procedure	3001
Attendance in Class	1006
Attendance Policy	3010
Attendance Procedure	3010.1

B

Bat Encounter Procedures	5008
Billing of Personal and Club Orders	8005
Budget Preparation	1019
Bulletin Boards	4003
Bus Emergency Drills	5002
Bus/Requests Transportation	4002.1

C

Career Development and Occupational Studies Commencement Credential	
Skills and Achievement Commencement Credential	2001
Child Abuse	8011
Child Abuse Reporting Form	8011.1
Class and Extracurricular Activities Advisors	1011
Class Registers	1001
Classroom Reading – Selection Process	1020
Class Room Supplies	4008
Construction and Handwriting Paper	4008.1
Classroom Teachers (K-6)/Class Advisors	6001
Competency Tests	2017
Computing Grades Full Year	2002
Computing Grades Half Year	2002.1
Transfer Students, Computing Grades	2002.2
Conference or Visitation	1014
Conference Request	1014.1
Copy Requests	8010
Correspondence	8001
Credits for Graduation	2012
Curriculum Library	1023
Curriculum Reports to Board of Education	1022

D

Daily Announcements	4005
Daily Attendance Procedure	4001
Department and Grade Level Meetings	1002
Discipline	3003
Discipline Report Form	3003.1
Dropping Classes	2003
Drug, Alcohol and Smoking Procedures	3004

E	Early Dismissal Process	5009
	Early Graduation	2004
	Eligibility for Membership National and Jr. Honor Society	3028
	Candidate Selection Process and Rating Sheet	3028.1
	Emergency - Fire Fighting/Ambulance	1025
	Emergency Evacuation Plan	5007
	Sign Out Sheet	5007.1
	Student Release Form	5007.2
	Emergency School Closing	5005
	Employee Accident Procedures	5006
	Employee Accident Reporting Form	5006.1
	End of Year Checklist	8014
	Ethics, Professional	1003
	Ethics Municipal Law	1003.1
	Exiting/Retiring Teacher Requirements	1027
F	Faculty Meetings	1021
	Fees Charged Students	3024
	Field Trips	3006
	Field Trip Permission Forms	3006.1
	Parent Permission Form (7-12)	3006.2
	Teacher Notification Slip	3006.3
	Parent Permission Form (K-6)	3006.4
	Bus Request Guidelines	3006.5
	Bus Seating Chart	3006.6
	Bus Seating Forms	3006.7
	Fifty Percent	2006
	Final Examinations	2007
	Failure to Show	2007.1
	Final Grade Determination	2015
	Fire Exit Signs	5004
	Fire – Procedures In Case of Fire	5003
	Procedures for Fire Drills	5003.1
	Fire Drill Attendance Form	5003.2
	Fire Drill Form	5003.11
G	Grading System	2019
	Graduate Course - Application for Approval	1008
	Graduation – Participation in the Ceremonies	3020
	Guidance Department Responsibilities	6004
	Guidance Services	3007
H	Headings for Papers	2027
	Homeroom Procedures	4004
	Homework	3009
	High Honor/Honor Roll	2022
I	Incomplete Grades	2008
	In-School Suspension	3027

	Interim Reports	2018
	Interim Reports Form (7-12)	2018.1
	Interim Report Form (Elementary)	2018.2-2018.3
J		
	Jury Duty/Financial Remuneration	1026
K		
	Keys	8003
L		
	Lab Courses (Regents)	2009
	Letter Grade/Numerical Equivalence	2020
	Library Media Center Usage and Services	7001
M		
	Make-up Work.....	2010
	Money in Teachers Desks	1016
	Cash Receipt Worksheet	1016.1
N		
	Noon Hour Permission	3008
	Noon Hour/Lunch Schedule	3022
	Note Taking	3002
O		
	Open Communication	8002
P		
	Parent - Teacher Conferences	1005
	Notification of Parent Conference.....	1005.1
	Parent Communications.....	1005.2
	Parent/Teacher Conference Form	1005.3
	Passes	3026
	Sign In/Sign Out Form	3026.1
	Payment of Bills	8008
	Permanent Records	2028
	Personnel Folders	1022
	Physical Education/Independent PE	2025
	Physical Education Independent PE Permission Form	2025.1
	Physical Education/Independent PE Log	2025.2
	Physical Education/Sports Requirements & Evaluation Form.....	2026
	Plan Books and Assignments	1007
	Teacher Planning	1007.1
	Substitute Lesson Plans	1007.2
	High School Daily Schedule	1007.21
	Junior High School Daily Schedule	1007.22
	Elementary Daily Schedule	1007.23
	Substitute Lesson Plan Form	1007.3
	Posting Grades	2011
	Privacy Rights	1031
	Promotion and Retention	3023
	Administrative Procedure (Elementary)	3023.1
	Promotion/Retention Listings.....	3023.2
	Student Placement Letter	3023.3
	Retention Recommendation Letter	3023.3
	Parent Response Letter	3023.3

Purchasing	8004
R	
Reasonable Accommodation	2013
Re-Entry To School	3005
Releasing Students from School	3021
Procedure for Releasing Students During School Day	3021.1
Procedure for Dropping off or Picking up Students	3021.2
Release for Work (High School).....	3021.3
Release for Work Form	3021.4
Release for College Courses (High School)	3021.5
Release for College Classes Form	3021.6
Remediation/IEP Programs	2023
Remedial Classes – Beginning and End	2023.1
Repeating a Course.....	2014
Report Card Reporting Procedures	2021
Retaking of Regents Exam	2013
S	
Safety	3012
Schedule Change Form	3013
Schedules	4006
Scheduling Procedure	4007
Sexual Harassment	8012
Sexual Harassment Administrative Procedure	8012.1
Sick Day Accrual Report	8007
Smoking	1015
Staff Dress Code	1028
Staff Room	1018
Standardized Test Schedule	2016
Student Accident Procedures	5001
Student Accident Report	5001.1
Student Homeroom Assignment	6002
Student Obligations	2005
Obligations Form	2005.1
Student Orientation to Subject	3011
Student Records	3014
Student Schedule Card	6005
Student Tardiness	3015
Student Writing Policy.....	2024
Approval Bibliography Format	2024.1
Writing Rubric (K-3)	2024.2
Writing Rubric (4-6)	2024.2
Writing Rubric (7-9)	2024.2
Writing Rubric (10-12)	2024.2
Study Hall Rules & Regulations	1009
Sign In/Out Form.....	1009.1
Subject Withdrawal Procedure	3018
Substitute Teacher	1010
Supervision - Students After School	3019
T	
Tardiness	1012

Teacher Work Day	1013
Textbook Procedures	1016
Textbook Selection.....	3016.1
Citizens Request for Reconsideration of a Book	3016.2
Textbook Selection Process	3016.3
Textbook – Materials to be Ordered	3016.4
Textbook Inventory Form	3016.5
Textbook Student Log	3016.6
Tuition Waiver Transfer Policy	1024

U

Use of Buildings and Grounds	4002
Classroom and School Equipment	4002.1
Request for Use of School Facilities	4002.2
CPR/AED Certification Form	4002.3
Procedures for the Use of Laurens Central School	4002.4

V

Vehicle Request	8009
Videotaping	1029
Visitation by Children of Teachers/Employees	1030
Visitation by Children Form.....	1030.1
Visitors, Agents and Salesmen	8006

W

Withdrawal and New Entrants Listed	6003
Withdrawing from School	3017
Workbooks	3025

Y

YTY Guidelines	3029
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Class Registers - Teachers are required to submit grades via SchoolTool to guidance, but MUST also maintain a class register as described below.

- A. This record must be available at all times (in school).
- B. Should not be taken home.
- C. It is the teacher's responsibility to keep these records updated.
- D. They must be available for substitutes to use.
- E. They must also be available for administrative review at any time.
- F. Class registers should contain:
 - 1. alphabetical listing of students per class;
 - 2. daily classroom attendance must be recorded for each student in each class grades 7-12. Elementary (K-6) morning attendance will be recorded in the register. Teachers are to use the coding system outlined in the attendance policy;
 - 3. all grades earned by the students registered in your class;
 - 4. a detailed explanation of your marking system (Place this in the front of your book);
 - 5. all final grades per established formula and procedure;
 - 6. textbook numbers;
 - 7. Medical Concerns list.
 - 8. Directions and passwords for substitutes to enter attendance via PowerSchool.
 - 9. Brief description of Emergency Evacuation Plan.
 - 10. other - any information deemed necessary for purposes of clarification, accountability, and explanation.
- G. All secondary teachers (and where applicable for elementary teachers) must clearly label their class registers at the end of each marking period with columns indicating the final 10 week grades.
 - 1. In the case of the end of the semester (for a semester course) or at the end of the school year, a column indicating "Final Exam" (local or Regents) and the final grade must be so designated.
 - 2. In computing averages, the various marks recorded in the class register that are earned by a student during a marking period must justify the grade (average) recorded for each student as per the individual teacher's (approved by the Administration) grading system.
 - 3. The individual teacher's grading system must be recorded in the front of the classroom register for the given year of the register.
 - 4. No teacher is to arbitrarily assign a different grade (average) from that which is computed, with the exception of the first quarter: if the average earned is lower than a 50, the student will receive a 50.
- H. Miscellaneous
 - 1. All grades need to be identified - daily, test, homework, ten week.
 - 2. All markings (_+-, etc.) must be identified, also an explanation of same must be found in the front of the grade book. Anything unique to your system of marking must be explained in the beginning of the book - in detail.
 - a. It is recommended that the following symbols be used to identify grades:

(1)	Quizzes	Q
(2)	Homework	HW

(3)	Classwork	CW
(4)	Unit Test	UT
(5)	Projects	P
(6)	Notebooks	N

3. All teachers must have grades recorded in order to determine average - this includes specials (music, PE., art, etc.)
4. Letter grades/Numerical Equivalent - It is preferred and strongly recommended to use numerical grades at all times. However, there are special projects which lend themselves to letter grades (#2004).
5. All blanks in the book must be completed. Teachers must fill in all information requested, such as date, class time, etc.

I. Collected and Reviewed

1. All teacher classroom registers (grading book) may be collected and reviewed at any time.
2. The standard to be used in checking all grade books may be as outlined in this (#1001) administrative regulations.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2011
- Summer, 2012
- School year 16-17
- Summer, 2020
- Summer, 2023

DEPARTMENT AND GRADE LEVEL MEETINGS

Departments and grade level(s) meet on a regular basis, at an appointed time, as established by the Administration. Notification of these meetings will be given one week in advance (when and if possible) to individual teachers involved and be posted on the Weekly Bulletin unless some extenuating situation has arisen for an immediate meeting. The purpose of these meetings shall be to discuss teaching techniques; curriculum development, improvement and coordination; innovation; budget, and other means of improving the teaching/learning process. When called by the administration, these meetings may qualify as one of the two monthly meetings.

Teachers may also be required to attend departmental and/or grade level meetings during scheduled prep periods. These meetings will not qualify as one of the two monthly meetings.

Reviewed and updated:

- Summer 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2011
- Summer, 2012
- School year 16-17

A code of ethics should express the obligations, rights, and privileges of those in a profession.

The success of any school program and policies of a school will be determined, to a large extent, by the degree of loyalty, sincerity, and cooperation exercised by each member of the staff. The democratic organization of the school is predicated on the principles of cooperation and broad-mindedness of its staff, as well as a willingness on the part of the school personnel to work within the scope of their code of ethics and philosophy of the school.

A code of ethics should function in promoting professional growth among the teachers and administrators. Professional ethics involves interest in and loyalty to all fellow workers.

As a basis for a code, the administration would like to see each employee of Laurens Central School adopt the following:

- a. Discuss with the administration all matters pertaining to the school before expressing opinions about school matters outside the school environment.
- b. Refrain from making adverse comments about any fellow worker.
- c. Act in such a way that professional courtesy and respect for others will be paramount.
- d. Cultivate a conscientious attitude about promptness, thoroughness, and accuracy in all work assignments.
- e. Deal sympathetically, justly, and impartially with each student.
- f. Hold inviolate all confidential information about students and members of the profession. If any discussion on such topics is needed, it should be done in a private conference, not in public.
- g. No employees of the district will share/exchange personal phone numbers, email addresses or become “friends on Facebook” with present students. This does not apply to emails shared via school-supervised software such as Microsoft Office 365.

As educators, we are often in possession of confidential information about our students. These findings should be treated as confidential communications.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- Summer 2012
- School year 16-17
- Summer, 2020

The following Code of Ethics is adopted pursuant to the provisions of §803 of the General Municipal Law:

- A. The Board of Education of the Laurens Central School District recognizes that there are rules of ethical conduct for public officers and employees which must be observed if a high degree of moral conduct is to be obtained and if public confidence is to be maintained in our unit of local government. It is the purpose of this policy to promulgate these rules of ethical conduct for the officers and employees of the Board of Education of the Laurens Central School District. These rules shall serve as a guide for official conduct of such officers and employees. The rules of ethical conduct of this policy as adopted shall not conflict with, but shall be in addition to, any prohibition of article eighteen of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts of municipal officers and employees.
- B. Definition
1. "Officer or Employee" means an officer or employee of the Board of Education of Laurens Central School District whether paid or unpaid.
 2. "Interest" means a pecuniary or material benefit accruing to an officer or employee unless the context otherwise requires.
- C. Standards of Conduct - Every officer or employee shall be subject to and abide by the following standards of conduct:
1. Gifts. S/He shall not, directly or indirectly, solicit any gift; or accept or receive any gift having a value of twenty-five dollars or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part.
 2. Confidential Information. S/He shall not disclose confidential information acquired by him/her in the course of his official duties or use such information to further his personal interest.
 3. Representation before the Board of Education. S/He shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Education.
 4. Representation before the Board of Education for a contingent fee. S/He shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Education, whereby his compensation is to be dependent or contingent upon any action by such Board with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
 5. Disclosure of interest in legislation. To the extent that s/he know thereof, a member of the Board of Education and any officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board of Education of any legislation said Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he has in such legislation.

6. Investments in conflict with official duties. S/He shall not invest or hold any investment directly or indirectly in any financial, business, commercial or other private transaction, which creates a conflict with his official duties.
 7. Private employment. S/He shall not engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of his official duties.
 8. Future employment. S/He shall not, after the termination of service or employment with such municipality, appear before the Board of Education in relation to any case, proceeding or application in which he personally participated during the period of his service or employment or which was under his active consideration.
- D. Nothing herein shall be deemed to bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand, or suit against the Board of Education, or any agency thereof on behalf of himself or any member of his family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
- E. Distribution of Code of Ethics. The Superintendent shall cause a copy of this Code of Ethics to be distributed to every officer and employee of the Board of Education within 30 days after the effective date of this policy. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his office or employment.
- F. Penalties. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.
- G. Effective date. This policy shall take effect immediately.

A. Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. “Educator” as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

B. Principle 1

Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

C. Principle 2

Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

D. Principle 3

Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

E. Principle 4

Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

F. Principle 5

Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

G. Principle 6

Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

Reviewed and updated: Summer, 2000
School year 00-01
School year 01-02
School year 02-03
School year 06-07
Summer, 2012
School year 16-17
Summer, 2019

- A. Teachers should plan to arrive in the building by 8:00 AM daily. Teachers are to be in their assigned areas by 8:00 AM daily. Notification of absence is to be made by 6:00 AM on the day the teacher is to be absent using the Frontline online system.
- B. All personal leave should be requested at least 48 hours in advance.
- C. All teachers are required to be prepared at all times for the possibility of absence. When reporting that you will be absent, don't expect to dictate your day's plans to pass along to the substitute.
- D. If you know you are going to be absent the second consecutive day or successive days thereafter, you should call the school before 2:45 PM so that we may attempt to retain the same substitute.
- E. All teachers are required to leave their school keys in their mailbox for all planned absences.

Reviewed and updated:

- Summer 2000
- School year 00-01
- School year 01-02
- School year 02-03
- Summer 2004
- Summer 2005
- School year 06-07
- Summer 2012
- School year 16-17
- Summer 2020
- Summer 2022
- Summer 2023

PROFESSIONAL RESPONSIBILITIES
CERTIFICATION OF LEAVE

L-THB #1004.1

Name (Please Print) _____

This is to certify that my absence from duty on the following dates(s):

_____ was due to: (Check below)

_____ Full Day _____ Half Day _____ am (8:00-11:30) _____ pm (11:30-3:00)

_____ Medical/Sick Leave (Personal; spouse; child)

Other Medical:

_____ Mammogram/Prostate Screening (maximum 4 hrs. by NYS Law)
(Proof of appointment required)

_____ Maternity Leave

_____ Personal Leave

_____ Vacation Leave (12 month employees only)

_____ Jury Duty

_____ Bereavement - Relationship _____

_____ Conference: (Attach documentation)

_____ Field Trip

_____ Professional Development/Curriculum Work/Scoring/Proctoring/etc.

_____ Other (Explain) _____

In accordance with prescribed regulations, I hereby file claim for such allowance as I am entitled.

Employee Signature

Date

For Office Use

_____ Approved

_____ Deduction from salary _____ day (s)

_____ Disapproved, because:

Reviewed and updated: Summer 2000, 2012, 2016, 2017, 2020, 2024

A parent has the right to know how his son or daughter is doing in school and the teacher has the responsibility to keep them informed. In too many instances we rely solely on the report card or the parent portal of the Student Data Management System to perform this function. As educators, we must take the initiative to make contact with parents about students concerning their work and/or behavior.

Another aspect to remember is that most of our teacher-parent contact is negative in nature. Teachers are encouraged to contact parents when their son or daughter is doing a better than average job.

Suggestions for conference preparation:

- A. Start and end all conferences on a positive note.
- B. The teacher should be prepared with materials, examples of which may include: achievement test results, samples of student's work, health reports, anecdotal records, personal data, results of sociograms, a summary of progress, and questions for the conference.
- C. It is helpful to have the student put his individual work folder, if one is kept, in chronological order the day that the appointment is made so that gaps in information can be filled in before the conference.
- D. A few items jotted down as a check list of points to discuss, and a folder of the student's work may be helpful in keeping the conference on the subject.
- E. The check list might include the teacher's observations on the following items: habits and attitudes, social relations, academic achievement, physical growth, and general maturity; purposes of the conference, and suggestions for improvement.
- F. The teacher should arrange for no interruptions during a conference.
- G. It is easier to build a cooperative relationship if the teacher is not seated behind a desk.
- H. Promptness is an asset. It is discourteous to the parents who arrive on time to have to wait for the teacher to finish other work.
- I. A relationship of friendliness and helpfulness must be cultivated. Parents should be welcomed in a friendly and courteous manner. The teacher should recognize their rights and respect their opinions. The teacher should be tactful in getting to the purpose of the conference.
- J. Problems can often be approached via consideration of the student's strong points. Discussions of strengths, weaknesses, and progress should be included.
- K. The teacher must listen, and then listen some more. We do not invite the parent in to deliver a lecture but to get, as well as give, help. The parent should be encouraged to talk and the teacher should listen to what he or she has to say.
- L. The conversation should focus on the student rather than the effectiveness of the teacher or the parent. The teacher should be careful that the conference does not get off on some side topic such as a younger brother or sister.

- M. The teacher should pick the positive points in the parent's comments. He/she should keep an open mind and withhold personal judgments.
- N. Allow the conference situation to develop normally. Objectives are needed, but it is better that they not be so distinct as to make the direct teaching of parents necessary.
- O. The teacher must be democratic. We must not try to force or dictate ideas and suggestions to parents. They must be given a chance to express their thoughts, and to aid in deciding what to do. The teacher should give suggestions for what they are worth and ask the parents for their suggestions and ideas for solving the problem. In giving suggestions, one should offer more than one possibility. This leaves the decision with the parents.
- P. If a parent suggests a plan of action, the teacher should accept it if at all possible. One of the conference goals is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others. If parents cannot suggest reasons for a student's behavior and/or failure, and offer plans to deal with it, the teacher should suggest alternatives for joint considerations.
- Q. The teacher should be accepting. Anything the parent tells him should be accepted with no show or surprise, disapproval, or emotionalism.
- R. The teacher should be truthful and honest. He/she should not camouflage, sugar-coat, flatter, mislead, or in any way misrepresent things. The facts as they are, pleasant or unpleasant, should be stated. Parents respect those who are reliable.
- S. The teacher should not be over-critical. Most parents cannot be objective about their own children. Criticism may be fatal to the building of cooperative relationships.
- T. Arguments are to be avoided. The teacher must not get angry or be defensive if the parents differ or make a remark that hurts his/her pride. If the teacher accepts the parent's right to think and feel and do as they see fit, there is little occasion for see-saw arguments. One still presents ideas and viewpoints that differ.
- U. The parent's confidence must be respected. When parents speak of their private affairs, innermost thoughts, and feelings, they are showing a trust and confidence in you and the administration. One must not reveal or discuss them with faculty members or friends.
- V. If a parent says he/she is worried about the student, the teacher should find out why. The teacher and the parent may not feel the same way about a student. If a parent gives what he thinks is the reason for a behavior and/or failure, the teacher should accept it and lead the discussion to other possible causes.
- W. Sympathy and understanding, not sentimentality, are necessary. The teacher should accept and try to understand how the parents are thinking and feeling. The teacher should not take on the parent's problems or show a paternal attitude toward them.

- X. Jumping to conclusions is to be avoided. The teacher should give the parents time to finish what they are saying. One's first guess as to their feelings may or may not be right. It is best to wait and listen before expressing a point of view.
- Y. The teacher should speak honest words of admiration for what the parents do. Parents can use encouragement. It is thoughtful and courteous to mention and give credit for the things parents do. It can give a big lift to them.
- Z. The teacher must avoid "teacherish" pedantic language. He/she should speak in everyday language so that parents will understand what he is saying. The use of pedantic language often makes parents feel that the person is trying to show off superior knowledge. The teacher must not talk down to parents or underestimate their intelligence.
- AA. If complaints go beyond a teacher's province to handle, he/she can suggest that they be talked over with the person involved or the person who is equipped to give the special help needed. It is unethical to talk about or to listen to a discussion of another teacher.
- BB. The teacher should make it obvious that the parents are not expected to do all of the adjusting. The way or manner in which one talks things over, listens and considers how things might be done, tells plainly that adjusting is not a one-sided affair. There should be a willingness to change if change will help solve the problem.
- CC. The teacher should summarize points that have been developed out of the conference. It is helpful to try to close the conference on a constructive, pleasant, or forward-going note such as a plan for further conferences, a statement of encouragement or reassurance, or a statement of the plan for cooperative action.
- DD. It is up to the teacher to close the conference. It is helpful to stand. If the parent continues to talk, one can begin walking toward the door.
- EE. At the completion of the meeting, it is the teacher's responsibility to fully document the conference. (See 1005.1 and 1005.3)

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2011
- Summer, 2012
- Summer, 2017
- School year 16-17
- Summer, 2020

- A. If a teacher has a parent conference with a parent(s) re: a student's academic progress and/or behavior, in most cases, this should be reported to the Guidance Counselor, and a verbal (and/or written) discussion by the teacher with the Guidance Counselor should be held re: the essence of the parent conference.
- B. A note detailing the time, those present and the substance of the parent conference **must be written and filed in the student's folder**. Teachers are to use the LCS Parent/Teacher Conference Form (1005.3)
- C. On designated conference dates, either the teacher or the parent may request a conference.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17

PROFESSIONAL RESPONSIBILITIES
PARENT COMMUNICATIONS

L-THB #1005.2

- A. It is the teacher's responsibility to keep parent(s) and/or guardians(s) informed as to a student's (lack of) progress regardless of when it is in the marking period.
- B. This may be accomplished by:
 - a. telephone
 - b. deficiency report/interim report
 - c. letter
 - d. eligibility list
 - e. Up to date grades registered in the Student Data Management System
 - f. Email with the parent
- C. All parent contact must be documented.
- D. If an interim report, or any other deficiency report, is given or sent to a student, the issuing teacher must make sure that the signed report is returned to the teacher. If the teacher is not successful at obtaining the parent-signed returned slip, documentation of efforts used to obtain the slip are to be kept. Teachers are to indicate this in their class registers.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17

Laurens Central School
Parent/Teacher Conference Form

Teacher: _____ Date: _____ Time: _____

Parent: _____ Student: _____

Others Present: _____

Conference Initiated By: ☐ Parent ☐ Teacher

Conference Occurred By: ☐ Phone ☐ Email ☐ In Person

Issues Discussed:

Student Strengths/Weakness:

Actions to be Taken:

ATTENDANCE IN CLASS

- A. In conjunction with Board of Education Policy #7110:
 - 1. The Attendance Officer is to send deficiency notices to parents/guardians recording and listing all classroom absences upon the accumulation of 10 for year-long courses, 5 for semester courses. A copy must be on file with the Attendance Officer.
 - 2. The Attendance Officer is to send deficiency notices to parents/guardians recording and listing all classroom absences upon the accumulation of 18 for year-long courses, 9 for semester courses. This particular deficiency notice will be mailed certified/return receipt.
 - 3. Teachers are required to notify the Attendance Officer whenever a student accumulates 5, 10, and 15 absences.
- B. With each mailing, notification of attendance requirements as outlined in the Board of Education Policy #7110 will be enclosed.
- C. When the student has accumulated 9 absences in a semester course or 18 absences in a year-long course, the Attendance Officer shall advise the Superintendent and disciplinary action may be taken. If a class meets 3 days per cycle, the total absences allowed will be 9. If a class meets 2 days per cycle, the total number of absences allowed will be 5.
- D. For information purposes, at all steps in this process, copies of the deficiency notices must be forwarded to the Superintendent for filing.
- E. These requirements serve as minimal notices. More notification maybe sent as determined necessary by the Attendance Officer and/or administration.

Reviewed and updated: Summer, 2000, 2012, 2020
School year 00-01, 01-02, 02-03, 05-06, 06-07, 16-17

- A. Teachers must keep teaching plans (daily, weekly, yearly) in a plan book given to teachers for this purpose. (Teachers may use alternate methods of planning as approved by the Superintendent)
- B. Plans will be made one week in advance.
- C. It is the teacher's responsibility to keep these records updated.
- D. They must be available for substitutes to use. Plans should be complete to the point where a substitute would have no trouble in knowing what work should be covered. It is recommended that some notation be made adjacent to each day's plan to indicate whether or not the lesson was covered as planned and, if not, where must one pick up the following day.
- E. Plans must also be available for administrative review at any time.
- F. Plan books will contain: See Lesson Plan/Class Register Review Form (1007.1)
- G. Format for daily lesson plan. The following are the component parts of a daily lesson plan that should be present in a teacher's plan book.
 - 1. Unit subject
 - 2. Equipment needed
 - 3. Objectives
 - 4. Method
 - 5. Lesson to be taught
 - 6. Activities to be used
 - 7. Evaluation/Assessment needed
 - 8. Homework
- H. Miscellaneous
 - 1. Fill in all requested information - i.e., dates, class time, day, etc.
 - 2. All symbols and abbreviations must be identified in the beginning of the book.
- I. Collected and Reviewed - All teachers' plan books may be collected and reviewed multiple times a year.
- J. All lesson plans, including alternate methods and/or plan books purchased by teachers, are property of the district. When a teacher retires or leaves the district the original copy of the lesson plans for the three (3) years prior to leaving are to be left in the Superintendent's office.

Reviewed and updated: Summer, 2000, 2012, 2022
School year 00-01, 01-02, 02-03, 06-07, 16-17

Laurens Central School
Lesson Plan/Class Register Review

Teacher Name: _____
Date: _____

Lesson Plans

Clear, student focused lesson objectives	_____
Sufficient supporting data	_____
Class times/dates included	_____
Neat, easy to understand	_____
Plans for all lessons written	_____
Plans completed one week in advance	_____
Long range planning complete	_____
Front pages/emergency information (see below)	_____
Medical Concerns List: location and in class students	_____

Comments:

Information for front pages: The following is a list of items/information to help teacher set up the front page of their plan book. The list is not “all inclusive” but rather serves as a basic guide all the information teachers should have in their plan book. Teachers may have additional information:

- School Calendar
- Daily Schedule
- Classroom procedures and “Need to know” information
- IEP accommodations
- AIS/Resource Room Schedules (elementary)
- Emergency Information:
 - Fire Drill Procedures (summary)
 - Evacuation Drill Procedures (summary)
 - Location of Crisis Plan and CPR mask
- Medical Concerns: Location of list and individual listing of your students

Class Register

Grading Policy included and easy to understand	_____
All grades labeled	_____
Neatly organized	_____
Attendance ledger included	_____
Attendance recorded	_____
Substitute procedures for taking attendance	_____
Front pages/emergency information (see below)	_____

Comments:

Information for front pages: The following is a list of items/information to help teacher set up the front page of their plan book. The list is not “all inclusive” but rather serves as a basic guide all the information teachers should have in their register. Teachers may have additional information:

- Grading Policy
- Attendance ledger
- School Calendar
- Daily Schedule
- Emergency Information:
 - Fire Drill Procedures (summary)
 - Evacuation Drill Procedures (summary)
 - Location of Crisis Plan and CPR mask
- Medical Concerns: Location of list and individual listing of your students
- Classroom procedures and “Need to know” information

- A. Planning and evaluations are major activities which influence the quality of the day. Planning cannot be done without evaluation and evaluation must be of necessity followed with further planning. Planning is basic to providing continuity in the program.
- B. Evaluation should have a significant place in the various procedures of the day. You must evaluate your instructional practices, classroom organization, the use of materials, the curriculum, and the use of your objectives, and the needs of your pupils.
- C. Planning is necessary to facilitate both teaching and learning. It helps to make possible the careful selection of desirable objectives and an orderly effective means of achieving these objectives. Through wise planning, a balance can be maintained in the various content areas and in the kinds of activities in which students can participate. How many of you have geared yourself to a program where the students will be actively engaged in the process of learning? Or, to put it another way -- how many of you will be just talking or telling your students? Are you going to be a fact-giver or a concept builder?
- D. Good planning helps to develop feelings of security and responsibility among all the people involved through creating a better understanding of the tasks to be accomplished. It makes for a purposeful day for both teachers and pupils which is usually reflected in a decrease of behavior problems among the pupils. An engaged student is not apt to get himself into trouble. Forethought and preparation is necessary for maximum teaching -- learning performance.
- E. Planning in terms of time may be thought of as long-range, short-range, and daily planning. The kind of planning done will be determined by the nature of the learning experience, and the desired outcomes.
- F. Long-Range Planning
 - 1. This involves the recognition of certain remote objectives toward the various aspects of teaching and learning, over a long period of time. It may be thought of in terms of a month, a year, or even longer. The goals of long-range planning may be of many types, such as the development of certain skills, aesthetic values, or health goals. Whatever the long-range planning is, it is really the framework into which all short-range and daily planning should fit into their proper perspective.
- G. Short-Range Planning
 - 1. This is done in shorter spans of time to accomplish more definite objectives. It is done in terms of the long-range planning but is related primarily to some specific problems, unit of work, or immediate situation. Whatever type of short-range planning it may be, it is related to and a part of, a long-range which gives direction.
- H. Daily Planning
 - 1. This involves still more specific and definite goals to be achieved in a shorter period of time. The more immediate the goal, the more compelling the influence. Daily planning provides for the attainment of immediate goals. It is a component part of short-range and long-range planning and, in all probability, is the most detailed.

2. It is the individual teacher who selects appropriate activities for the day, sets the individual and group goals, organizes the classroom for teaching and learning, sets aside time during the day for organizing the day's activities, and selects materials to meet the needs of all the students. The effectiveness of your planning will be determined by the extent to which the desired outcomes were achieved. This is one of the most critical steps of your evaluation.

Reviewed and updated: Summer, 2000, 2012
School year 00-01, 01-02, 02-03, 06-07, 16-17

- A. By the end of the second week of school, two days of lesson plans are due in your sub folder.
1. The work left should be of such a nature that any sub can utilize the material.
 2. Included with the lesson plan should be:
 - a. Class lists
 - b. Directions for following daily routines including information for substitutes for submitting attendance via the PowerSchool system
 - c. Fire drill procedures
 - d. Emergency evacuation procedures
 - e. Completed copies of the following forms:
 1. L-THB #1007.31, or #1007.32, or #1007.33
 2. L-THB #1007.4
 3. After being ill, your sub folder must be updated.
 4. All sub folders will be kept on file in the Main Office.
- B. The following format must be followed when developing and writing your sub plans:
1. Unit subject
 2. Equipment
 3. Objectives for the lesson
 4. Suggested method of instruction
 5. Lesson
 6. Activities for learning and reinforcement
 7. Motivation - what things make them enthusiastic
 8. Evaluation - how do you want the learning measured
 9. Homework
 10. List all idiosyncrasies
 - a. who goes where for special help
 - b. individual student peculiarities

DAILY SCHEDULE FOR SUBSTITUTE TEACHERS							
TEACHER	RM #		YEAR		SEMESTER		
TIME SCHEDULE		A DAY	B DAY	C DAY	D DAY	E DAY	F DAY
8:00 -8:20		Flex Time	Flex Time	Flex Time	Flex Time	Flex Time	Flex Time
Period 1 8:23 – 9:01	Subject Room #						
Period 2 9:04 – 9:42	Subject Room #						
Period 3 9:45 – 10:23	Subject Room #						
Period 4 10:26 – 11:04	Subject Room #						
11:04 – 11:34		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 5 11:37 – 12:15	Subject Room #						
Period 6 12:18 – 12:56	Subject Room #						
Period 7 12:59 – 1:37	Subject Room #						
Period 8 1:40 – 2:18	Subject Room #						
Period 9 2:21 – 2:59	Subject Room #						

1. Sign the substitute teacher book on the office counter. Fill out the substitute teacher pay form and leave it in the accordion folder in the office.
2. Pick up the keys from the teacher's mailbox, and any special plans (for the teacher for whom you are substituting) in the office.
3. Be in your assigned area at 8:00 AM. Tardy tone sounds at 8:05 AM. Announcements will be made over the PA from approximately 8:05 to 8:07 AM.

CLASSES:

Plan Book _____
Course of Study _____
Class Register _____
Seating chart for classes _____
Name of textbooks used in all classes _____

Current schedules _____
Paper for tests, etc. _____
Other necessary material _____
Keys to room and cupboard _____
Notes: _____

FIRE DRILL INSTRUCTIONS FOR ROOM: _____

1. The absence list, which names pupils absent for the day, scheduled appointments, and other notes for students will be emailed to you toward the end of second period. Students may leave classes only in an emergency. They must not leave to get books from lockers or go to the lavatories unless an obvious emergency exists.
2. Return this sheet to the office at the end of the day and check to see if your services are needed for the following day.
3. Be on time for classes and never leave a class unattended. If you have a study hall, please observe the following:
 - a. Seating charts are in the center drawer of the desk.
 - b. Maintain strict control and keep the study hall as quiet as possible.
 - c. Do not be liberal with passes.
 - d. Keep an accurate record of each student leaving, his destination, time of departure, and time of return to study hall.
 - e. Follow all rules/guidelines established for study halls (#1009).

Reviewed and updated: Summer, 2000, 2004, 2005, 2012, 2023
School year 00-01, 01-02, 02-03, 06-07, 16-17

LAURENS CENTRAL SCHOOL
OFFICE OF THE SUPERINTENDENT
ELEMENTARY
DAILY SCHEDULE FOR SUBSTITUTE TEACHERS

Teacher_____Rm. No._____Year_____Semester_____

Time Schedule	A Day	B Day	C Day	D Day	E Day	F Day

1. Sign the substitute teacher book on the office counter. Fill out the substitute teacher pay form in the main office.
2. Pick up the keys (teacher's mailbox) and any special plans (for the teacher for whom you are substituting) in the office.
3. Be in your assigned area at 8:00 AM. Tardy tone sounds at 8:05 AM. Announcements will be made over the PA at 8:05 AM.

(Over)

CLASSES:

Plan Book _____

Course of Study _____

Class Register _____

Seating chart for classes _____

Name of textbooks used in all classes _____

Current schedules _____

Paper for tests, etc. _____

Other necessary material _____

Keys to room and cupboard _____

Notes: _____

FIRE DRILL INSTRUCTIONS FOR ROOM: _____

1. The absence list, which names pupils absent for the day, scheduled appointments, and other notes for students will be emailed to you toward the end of second period. Students may leave classes only in an emergency. They must not leave to get books from lockers or go to the lavatories unless an obvious emergency exists.
2. Return this sheet to the office at the end of the day and check to see if your services are needed for the following day.
3. Be on time for classes and never leave a class unattended. If you have a study hall, please observe the following:
 - a. Seating charts are in the center drawer of the desk.
 - b. Maintain strict control and keep the study hall as quiet as possible.
 - c. Do not be liberal with passes.
 - d. Keep an accurate record of each student leaving, his destination, time of departure, and time of return to study hall.
 - e. Follow all rules/guidelines established for study halls (#1009).

Reviewed and updated: Summer, 2000, 2004, 2005, 2012, 2023
School year 00-01, 01-02, 02-03, 06-07, 16-17

LAURENS CENTRAL SCHOOL
LAURENS, NEW YORK

OFFICE OF THE SUPERINTENDENT

To: Substitute Teacher

From: _____

Re: Substitute Lesson Plans

Unit Subject _____

Equipment _____

Objective for the lesson _____

Method of Instruction (how to) _____

Session (subject matter to be covered) _____

Activities for learning_____

Motivation (what things make them enthusiastic)

Homework_____

List all idiosyncrasies_____

Reviewed and updated: Summer, 2000, 2012, 2023
School year 00-01, 01-02, 02-03, 06-07, 16-17

XIII. Tuition Reimbursement - Application for Approval

**LAURENS CENTRAL SCHOOL
APPLICATION FOR APPROVAL OF COURSE WORK**

(Please complete in duplicate)

DATE: _____

Name _____

Proposed Course: No: _____ Title: _____

College or University: _____

Catalog Description: _____

In accordance with the Collective Bargaining Agreement:

1. Tuition reimbursement shall be approved as credit if, in the Superintendent's judgment, the course taken is directly related to the subject(s) being taught or which may be taught in the future. Tuition reimbursement shall not exceed the following payment schedule per school year per member: \$2826 for the 2023-2026 school years. Balance, if any, will be the responsibility of the member.
2. Such payment shall be initiated within the same school year the course is taken. A transcript with a passing grade of C or better will be submitted to the treasurer with a request for reimbursement. Payment will be made within 30 days.
3. For every \$2826 of tuition reimbursement in any given school year, the reimbursed member must work one succeeding year in the district or return the reimbursed tuition amount to the district

In the event recipient elects against the option of service fulfillment, this instrument is a binding promissory commitment on recipient's part, which can be recovered through the judicial system. Recipient waives defenses to this instrument, as a promissory note.

Date_____
Funds Recipient

While not sharing in financial responsibility, the Teachers Association endorses the legitimacy of this commitment.

Date_____
Association President

Under the above conditions, the above course is approved and, upon satisfactory completion and receipt of transcript by the Main Office, payment will be made.

Date_____
Superintendent

Reviewed and updated: Summer, 2000, 2012, 2015, 2016, 2020, 2023

- A. The main purpose of study halls is to give pupils the opportunity to do homework, go to the library, be with another teacher, do co-curricular activities, and/or be assigned somewhere when not in a regular class. Students may leave the study hall, one at a time, to go to the lavatory, locker, or water fountain. Likewise, upon leaving, the student must sign his name in the Study Hall Pass Book and indicate the time of return. Students are not permitted to leave study hall to see a teacher or go to the guidance office without a written request signed by a faculty member or Guidance Counselor. Special permits will be issued to allow students to report to the guidance, health office and study hall enrichment programs, i.e., Learning Center.
- B. Study Hall teachers are not allowed to write passes to the library. Students must have pre-signed passes from teachers to use the library for academic purposes.
- C. Students may leave the study hall, one at a time to go to the lavatory. There should be a definite 3-5 minute time limit put on this permission. However, this should be discouraged since time between classes is ample for lavatory visits.
- D. When students leave study hall, they must sign out (listing their name, destination and time out) and upon returning to study hall sign in by posting the time they returned.
- E. All teachers and/or aides must keep a daily log of all students signing in and out. The information needed is as follows:

Date	Name	Destination	Time Out	Time In
------	------	-------------	----------	---------

- F. Students are not permitted to leave study hall to see a teacher or guidance office without a written request/pre-signed pass signed by the requesting faculty member.
- G. Study Hall teachers may issue passes to allow students to report to the attendance, guidance, or health office.
- H. Students may be excused to their locker (one at a time). They are expected to sign out and sign in and to take no longer than 3 minutes.
- I. Students will remain seated at desks or tables unless up moving to another table or desk. No standing or peering out windows or doors.
- J. Students may not use radios, tape players, headphones, iPod, or any other electronic device during study hall without the permission of the supervising teacher.
- K. Students who are ineligible for extra curricular activities must remain in their assigned study hall; however, students who are on the eligibility list will be allowed to sign out of study hall to work with the teacher of a course they are failing if they have a pre-signed pass or to report to the Learning Center.

- L. Students are not to be playing cards or card games during study hall.

Laurens Central School Sign-In Sign Out Sheet

[illegible]

- A. The Administration or designee is responsible for annually updating the substitute teacher list by sending out substitute teacher applications and annual “letters of intent”. The process may be delegated to another staff member.
- B. The Administration or designee is responsible for selecting and calling substitutes. This process may be delegated to another staff member.
- C. The Administration or designee should attempt to call all substitutes who have indicated an interest.
- D. The Administration or designee will give preference to substitutes, using the following considerations:
 - 1. The Administration or designee will adhere to the terms of our Contract between the LTA and the Board of Education which indicates the district will take into consideration teacher requests.
 - 2. The Administration or designee will take into first consideration the students. (The district will try to have as few changes in substitutes in a given teacher’s classroom as possible). We will attempt to have substitutes who can handle the classroom control and offer substantial instruction.
- E. Teachers will notify administration whenever they are going to be absent.
- F. Substitute teacher pay:
 - 1. Teachers who hold a Certificate of Qualification Provisional Certificate, or Permanent Certificate, will receive the prevailing certified substitute teacher salary, as determined at the Reorganization Meeting.
 - 2. Teachers who do not hold one of the above Certificates will receive the prevailing non-certified substitute teacher salary, as determined at the Reorganization Meeting.

Reviewed and updated: Summer, 2000, 2011, 2012, 2016, 2020
School year 00-01, 01-02, 02-03, 05-06, 06-07, 16-17

- A. Advisors are responsible for supervision of the activities of the class or group to which they are assigned, distribution of materials when required, supervision of class meetings, and general faculty leadership to their class in fund-raising activities, dances, etc.
- B. Advisors will approve all class/group activities and possible dates with Student Council before class officers clear such dates with the administration.
- C. The advisor will be responsible, with the administration, to implement procedures to ensure compliance with the Board of Education Policy “Extra-curricular Fund Accounts” and the Extracurricular Handbook.

Reviewed and updated: Summer, 2000, 2012
School year 00-01, 01-02, 02-03, 06-07, 16-17

- A. It is expected that all teachers will be in their assigned area by 8:00 AM. Students will be in their assigned places when the tardy bell sounds. Teachers are expected to participate and cooperate in getting students to class on time. It is expected that no student will be in the hall after the tardy bell has rung.
- B. Teachers shall be consistent and fair about requesting students to obtain late passes (especially after lunch and to homeroom). Teachers shall be supportive of school rules.
- C. Teacher cooperation is necessary in causing the student to respect and honor the system.

Reviewed and updated: Summer, 2000, 2012, 2016, 2019
School year 00-01, 01-02, 02-03, 06-07, 16-17

- A. Teachers shall be in their assigned areas by 8:00 a.m. as designated by the administration. Teachers may leave the building during the day upon proper notification to the administration designee for this purpose. This notification will be in the form of signing in and out of the building. This procedure must be followed in case of phone calls, fire drills, etc.
- B. Appropriate entries shall be made in a register provided upon departure from and returning to the school building. The register will be at the receptionist desk located at the lower 90 entrance to the building and in the main office. In no event shall any teacher leave his/her assigned duty station during the periods for which he/she has been assigned unless specific approval has been given by administration.
- C. The work day shall be from 8:00 AM to 3:00 PM daily.
- D. Each teacher shall be assigned to no less than one (1) period unencumbered time daily for lesson preparation.
- E. Each teacher shall be granted no less than 30 minutes unassigned time daily for eating lunch. Preparation time and lunch time will not coincide.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- Summer, 2004
- Summer, 2006
- School year 06-07
- Summer 2010
- Summer, 2012
- School year 16-17

- A. Approved visitation and professional conventions shall be considered part of teaching and shall be considered regular teaching days with no pay or sick leave deductions. Approval in advance for visitations and conferences must be given by the Superintendent.
- B. Definitions
1. Visiting Days: This is a day set aside to visit another school to observe a specific program and/or teacher.
 2. Conferences: A conference shall be considered the annual meeting or any other scheduled meeting called by a given professional organization to transact business of that organization and offer any additional professional growth activities. It implies active membership in a given professional organization; i.e., New York State Council of Math Teachers, New York State Assoc. of Health, Physical Education & Recreation, School Administrators Assoc. of New York State, N.Y.S. Assoc. of Educational Secretaries, etc.
 3. Convention: Synonymous with conference.
 4. Workshop: A workshop is a session to work on a specific education problem or concern. Workshops may be sponsored by any group or organization offering expertise in a given field or subject matter. The workshop may offer college or in-service credit.
 5. Meeting: An assemblage for the purpose of communication of ideas. It is characterized by some communication of ideas. It is characterized by some form of formal presentation; i.e., speech or panel discussion. Examples: Curriculum presentation by publishers speakers from State Education Dept., colleges or organizations, etc.
- C. Items to be considered in approval of attendance at any of the above mentioned activities:
1. It is generally expected that a request to attend a conference and/or convention would be preceded by membership in a professional organization and some form of active participation in that organization.
 2. The value to the individual attending the activity should be weighed against the loss to the students due to the individual's absence.
 3. Appropriateness of the time of the activity should be considered in relationship to the individual's job responsibilities.
 4. There should be evidence that attendance will benefit the Laurens Central School or the students of Laurens Central School.
 5. One person from a department, group, grade level, or work area should attend and report back to his peers. Special circumstances may exist which would make it valuable to send more than one person.
 6. Funding may be provided by district.
 7. The individual attending the activity may be required to report back the highlights of the activity.

8. Proper completion of the Conference Request Form and the “Certificate of Leave” form must be done in advance.
9. After approval, if registration fees are necessary, complete the proper requisition, using the same code as it was budgeted for. Be sure all the pertinent information is listed, i.e., who the check should be made payable to, address for mailing, etc. Please remember that even if it was in your budget, you must still follow the above procedure. Please do this as soon as you know you are attending. The Treasurer would appreciate ample time to prepare the check for registration.

D. Reimbursement

1. The district will reimburse the individual for the following incurred expenses:
 - a. Lodging
 - b. Meals
 - c. Registration (unless it is part of the cost of membership)
 - d. Transportation if a school vehicle is not available, but must be approved in advance.
2. Substitutes will be provided unless other suitable arrangements can be made.

Adopted: 9/23/86

Reviewed and Readopted: 9/20/88

Reviewed and Readopted: 3/18/2015

Reviewed and updated: Summer, 2000, 2020
School year 00-01
School year 01-02
School year 02-03
School year 06-07
Summer, 2012
School year 16-17

CONFERENCE REQUEST

Name_____ Submission Date_____

Position_____ Grade/Subject_____

Conference Title_____

Conference Dates_____

Place of Conference_____

Reason for Attendance_____

Approximate Estimated Cost -

Transportation_____

Lodging_____

Meals_____

Total_____

Means of Travel_____

Date(s) of Conference_____

Approved_____ Disapproved_____

Name_____
Superintendent Date

Budget Code_____ (Office use)

Directions

1. All personnel MUST have at least two weeks prior written approval of the Superintendent; forms are available from the Main Office and should be made out in duplicate. Only in most unusual cases will approval be made if such advance notice is not given.
2. A written report of conference must be submitted within two weeks after the conference for the approval of the Board of Education. In lieu of a written report, an oral report may be given to the Board of Education.

Reviewed and updated: Summer, 2000 Summer, 2012
School year 00-01 School year 16-17
School year 01-02
School year 02-03
School year 06-07

USE OF TOBACCO, ALCOHOLIC BEVERAGES, CONTROLLED SUBSTANCES, AND MISUSE OF NON-CONTROLLED SUBSTANCES

The Board of Education recognizes the problems inherent in use of tobacco, alcoholic beverages, controlled substances, and misuse of non-controlled substances. It is hoped that all concerned will give full consideration to the extreme health hazards associated with the above problems. Hopefully, all concerned will, of their own volition, avoid such use or misuse and the problems that can result.

The Board of Education prohibits the following in the school buildings, on school grounds, in school vehicles, or at activities for which the Board has assumed or retained supervisory responsibility:

1. Use of or smoking tobacco
2. Possessing or consuming alcoholic beverages
3. Possession or using controlled substances
4. Misusing any non-controlled substances for the purpose of achieving an intoxicating or narcotic effect in themselves or others.

**LAURENS CENTRAL SCHOOL POLICY
USE OF TOBACCO PRODUCTS IN SCHOOLS**

**Laurens, New York
BP 5640**

A. Indoor Educational Facilities

In accordance with the Pro-Children Act of 1994, Public Health Law Article 13-E, and the Federal Anti-Smoking Law, the District shall not permit the use of tobacco products within any indoor educational facility at any time. Facilities are those owned or leased or contracted for and utilized by the District for provision of routine or regular kindergarten, elementary, or secondary education or library services to children.

For purposes of this policy, the term “indoor facility” shall mean a building that is enclosed.

B. Other Areas

Additionally, the Federal Anti-Smoking Law prohibits the use of tobacco products in any outside area during school hours and during extra-curricular activities.

C. 1998 Amendment

The Laurens Central School Board of Education hereby amends this policy to disallow and ban all smoking and use of tobacco products on school property, as defined in “A” and “B” above, both indoors and outdoors, at all times. No smoking or use of tobacco products will be allowed whatsoever at any time.

First Reading: 7/13/94
Second Reading: 8/17/94
Adopted: 8/17/94
Amended: 10/18/94

Adopted: 11/15/94
Amended: 11/18/98
Adopted: 12/16/98
Reviewed and Readopted: 4/22/2020

Teachers should not keep any money in their desk drawers, classrooms or anywhere else in the school building. All money collected for school related activities should be kept under lock and key and should be deposited as soon as possible with the school treasurer (business office) or the extracurricular activity treasurer. The school is not responsible for money taken from unauthorized depositories.

All funds (cash and/or checks) to be deposited with the business office are to be documented using the Laurens Central School "Cash Receipt Worksheet." (1016.1)

All funds are to be hand delivered to the business office, acknowledged and "signed off" by a business office employee. **DO NOT LEAVE ANY FUNDS IN A MAILBOX.**

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer 2009
- Summer, 2012
- School year 16-17

**LAURENS CENTRAL SCHOOL
CASH RECEIPT WORKSHEET**

Name: _____

Date: _____

Department: _____

CURRENCY:

\$1 _____

\$5 _____

\$10 _____

\$20 _____

\$50 _____

\$100 _____

Coins _____

Checks _____

Other _____

TOTAL _____

Employee Signature: _____

Date: _____

Business Office Use Only:

Received by: _____

Date: _____

As of the 2012-2013 school year, the observation process utilized by the district for all teachers will be as described in the negotiated APPR document.

- A. As per the negotiated contract, observation/evaluation of probationary teachers is clearly delineated and will be followed.
- B. All tenured staff must be evaluated at least twice a year. One observation must be unannounced.
- C. See copies of included observation forms.
- D. Process

Step I Administration observes teacher

Step II Administration may meet with teacher to discuss lesson informally.

Step III Administration meets with teacher to review formal written observation.

Step IV At the end of the school year (April-June), the Administration may meet with any teacher to go over an annual evaluation.

***New APPR requirements, as established by the New York State Education Department, shall supersede this language.**

- A. The Staff Room is reserved for the faculty and staff of Laurens Central School to be used as a lounge/work area.
- B. A telephone supplied by the district for teacher use is found in this room and is available to faculty and staff.
- C. No students are allowed in the Staff Room at any time.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2011
- Summer, 2012
- School year 16-17

I. Budget Preparations

- A. Your budget should reflect the needs of a fully-planned program. Remember, please try to budget for everything you anticipate spending in the upcoming school year. It might be helpful for you to review fiscal items that you felt you needed this year which were not included in your budget.
- B. **ALL BUDGET REQUISITION FORMS MUST BE COMPLETED IN DUPLICATE.**
 - 1. All teachers will receive a budget folder in December with at least two copies of each Budget Requisition form.
 - 2. Upon completion of all Budget Requisition forms, **please return the original to the Superintendent in the manila folder provided. Keep a second copy for your files if needed.**
- C. Additional requisition forms are available at the treasurer's office and the Main Office.
- D. These budget requisition forms are distributed early in the school year in the hope of having the budget preparation cycle completed in order to allow for review by all the concerned parties.
Please return the completed Budget Requisition Forms to the District Treasurer by (date determined by the Superintendent)

II. Budget Process

- A. The Superintendent has the final responsibility for collating all the individual budgets and developing the total budget for submission to the Board of Education and, finally, the taxpayers.
- B. Budget Requisition Forms should be completed by all staff members and returned to the Superintendent by the designated date.
- C. After reviewing each staff member's budget, the Superintendent may meet with a staff member to discuss the submitted budget as needed. Some reductions in requests may be made at this time.
- D. The Superintendent will then collate each individual budget to develop a school-wide budget.
- E. The school-wide budget is then submitted to the Board of Education.
- F. The budget requisitions will be returned to staff members if reductions are needed after the Superintendent and Board of Education have reviewed the total budget. The Superintendent may then meet again with the appropriate staff to make all necessary reductions.
- G. All adjusted Budget Requisitions will be returned to the Superintendent's Office and incorporated into a revised final budget.

III. Instructions for Preparing Budget and Budget Requisitions Forms

- A. **A SEPARATE SET OF REQUISITION SHEETS MUST BE USED FOR EACH VENDOR.**
 - 1. Please put only ONE item per line.
 - 2. Use only the FRONT of the requisition sheet.
 - 3. List ALL items ordered from ONE company on the SAME budget requisition sheet unless more than one budget requisition sheet is needed for a particular vendor.
 - 4. Total EACH budget requisition form.
 - 5. Number each set of forms. (i.e. page 1 of 2, pg. 2 of 3, pg. 3 of 3)
 - a. The number should be placed in the upper right hand corner of the requisition sheet.
 - 6. GRAND TOTAL EACH CODE NUMBER by putting "GRAND TOTAL \$ _____," on the LAST budget requisition for that code number, even if it is only one page.
 - 7. ALL requisitions must be signed by the person making the request.

B. PRINT OR TYPE EACH ITEM

1. Orders which are inaccurate, or lacking all of the necessary information for processing, will be returned to the requesting person for further clarification.
2. Make sure that each item is PRINTED (typed) the SAME as the catalog description.
3. The item number, code number, unit cost, quantity and the total cost must be completed.

C. ORDERING (completing budget requisitions)

1. Be certain that you use a CURRENT catalog. **Add 20% shipping and handling charges to each order.**
2. All orders will be reviewed by the purchasing agent for accuracy.
3. Catalogs used to purchase supplies, equipment, etc., will be available in the staff room and/or business office. These catalogs must be returned when done.
4. **Please include the phone, fax number and address whenever possible**
5. If you think that additional information, not requested, will help clarify the order, please feel free to furnish it.

D. TEXTBOOKS/WORKBOOKS/TEACHER EDITIONS

1. If textbooks and workbooks have been selected, enter grade and subject and estimate total amount.
2. FOLLOW THE DEFINITION for Textbooks/Workbooks/Teacher's Editions printed on the Supplies/Equipment Digest when ordering. Follow the directions in the LTHB for ordering new textbooks. (A textbook is any book, or a book substitute, which shall include hard covered or paperback books, workbooks, or manuals which a pupil is required to use as text, or a text-substitute, in a particular class or program as a primary source of study material intended to implement a major part of a State curriculum or a State approved local curriculum.)
3. If textbooks/workbooks were not originally specified, this must be done by the designated date.

E. CONFERENCES

1. If you plan to attend any professional conferences in the coming school year, monies must be budgeted.
2. Consult Board of education Policy #5380 for appropriate guidelines.
3. Use Budget Requisition Form – LILAC – Conference.

F. SPECIAL WORK PROJECTS

1. Items such as the building of shelves, tables, partitions, etc., should be submitted using the on-line maintenance request system.

G. DELIVERY OF MATERIALS

1. Some vendors may still be having difficulty delivering orders by the time school opens. You need to keep this in mind in your planning for next year.

H. MONIES COMMITTED TO PROGRAMS

1. All requested monies must be appropriated for Program Items.
2. Contingent monies can only be budgeted in certain subject areas (i.e., Home Ec. Foods, sheet music, maintenance categories, library books, and periodicals and elementary classes)

I. COMPUTER SOFTWARE/HARDWARE AND WEB BASED SOFTWARE

1. All software must be previewed BEFORE ordering.
2. All software orders will be placed using code 2630.460.
3. All hardware orders will be placed using code 2630.220.

REMINDER: There is software available through BOCES and our library.

J. SCHOOL FURNITURE

1. All chairs, desks, filing cabinets, etc., should be ordered through code 1620.450. You need to speak to Steve West to order these items.

K. CLASSROOM SUPPLIES

1. Do not complete a requisition for these items.
2. See the Main Office Secretary for availability of supplies.

IV. Codes

Please ask the Treasurer if you have any questions as to what code a particular item should be assigned BEFORE submitting your Budget Requisition Forms.

- A. 2110.200 **INSTRUCTIONAL EQUIPMENT** – These items include fixed
(GREEN) additions to the school's equipment, such as science and industrial arts, home economic equipment, PE, playground, etc. REFER TO SUPPLIES AND EQUIPMENT DIGEST.
- B. 2110.400 **CONFERENCES** – Include estimated costs for attending any workshop or (PURPLE)
conference. Also include a description of the conference and the purpose for attending.
- C. 2110.400 **CONTRACTUAL** – Some examples are as follows:
(WHITE) the repair and rental of musical instruments, the cleaning and repair of typewriters, duplicators and adding machines, repairs of audio visual equipment, PE and Saturday Seminars and field trip fees.
- D. 2110.450 **INSTRUCTIONAL SUPPLIES** – Art materials, industrial art supplies, (YELLOW)
duplicating and laboratory supplies, sheet music, PE, playground, etc.
Supplies are usually items consumed during the course of one year.
- E. 2110.480 **TEXTBOOKS/WORKBOOKS/TEACHER EDITIONS K-12**
(PINK)
- F. **OTHER**
- 2250.200 Program for Students with Disabilities Equipment
 - 2250.400 Program for Students with Disabilities Others Expenses
 - 2250.450 Program for Students with Disabilities Materials & Supplies
 - 2250.480 Program for Students with Disabilities Textbooks
 - 2270.480 Title I Textbooks

2610.200	Library & Technology Equipment (Teachers request through Librarian)
2610.400	Library & Technology Expenses (Teachers request through Librarian)
2610.450	Library & Technology Supplies & Books (Teachers request through Librarian)
2630.00	Computer Technology
2810.200	Guidance Office Equipment
2810.400	Guidance Office Other Expenses
2810.450	Guidance Office Materials & Supplies
2815.200	School Nurse Equipment
2815.400	School Nurse Other Expenses (Doctor & Oneonta City Schools)
2815.450	School Nurse Materials & Supplies
2855.200	Athletic Equipment
2855.400	Athletic Other Expenses
2855.450	Athletic Materials & Supplies

- A. Classroom reading materials may be purchased to supplement other purchases. They will be chosen to provide an economical addition to hardcover titles. The same criteria as to content will be applied as to hardcover books (Policy IFAA).
1. Supplemental Texts / Required Course
 - a. Paperbacks used as supplemental texts in a required course should be selected in the same way and manner as any other text is selected.
 - b. The Administration would be responsible for screening the purchase order request to see if a teacher might be introducing into the curriculum a particular paperback which might be considered objectionable and should counsel the teacher to order an alternate one.
 - c. In addition, teachers must incorporate into the selection process the terms and conditions of Policy IKB Controversial Issues.
 2. Supplemental Text / Elective Course
 - a. Paperbacks used in elective courses should not be considered mandatory reading, particularly if the parent or the individual child finds them objectionable.
 - b. Alternate paperbacks should be recommended which would be considered good literature and might also point out the same literary concept.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17

A. Attendance

1. All teachers must attend all appropriate grade level faculty meetings.
2. Teachers are expected to make all appointments (i.e., doctor, hair, etc.) so as not to conflict with regularly-scheduled monthly Faculty Meetings.
3. Teachers that cannot attend a regularly scheduled faculty or department meeting must notify the Building Principal as to the reason. It will be the Building Principal's discretion as to whether or not the teacher may be excused.

B. Scheduled

1. All regularly scheduled faculty meetings will be the 2nd and 3rd Tuesday of each month unless notified otherwise.
2. Emergency faculty meetings will be scheduled as needed.
3. At the beginning of the school year, it may be necessary to have more than one faculty meeting. Other meetings may occur on successive days for orientation purposes.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17
- Summer, 2023
- Summer, 2024

- A. Teachers may be required to report periodically, either orally or in writing to the Board of Education regarding the status of their curriculum(s).

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17

- A. It is each teacher's responsibility at the beginning of each school year to check with the librarian that one copy of all the curricula that he/she will be using for that year is on file in the Curriculum Library.
- B. The Librarian will review the curriculum library in September to make sure all curricula are present and up-to-date.
- C. It is essential that this Curriculum Library be kept up-to-date for purposes of:
 - a. Curriculum integration
 - b. Education accountability
 - c. Reference
 - d. Informational

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17
- Summer, 2024

- A. Tuition Waiver Certificates may be issued to cooperating teachers for service rendered, and may be transferred to other professional staff employees of the school system in which the cooperating teacher earned the certificate under the following transfer rules:
1. The cooperating teacher shall have the first opportunity to use Tuition Waiver Certificates issued to them for professional improvement.
 2. In the event that a cooperating teacher chooses not to use a Tuition Waiver Certificate a private exchange with anyone (s)he chooses may be made. Such exchange shall take place sixty (60) days prior to the expiration date of the waiver. After which time, if it has not been exchanged, it shall be given to the Executive Committee of the Teacher's Association for disbursement.
Criteria for disbursement shall be developed by the Executive Committee and the Superintendent. The following procedure shall be used:
 - a. If a cooperating teacher does not want to use the tuition waiver certificate which they earned, the certificate will be transferred first to a teacher who is working on their professional certification and/or other courses as approved by administration. If no teacher is eligible, the waiver may be transferred to any eligible school employee.
 - b. Transfer procedure
 1. The cooperating teacher shall complete and sign the Tuition Waiver Certificate form. The name, title, and address of the Chief Administrative Officer of the school system and name of the school system shall be entered on the appropriate lines.
 2. The Chief Administrative Officer of the school system shall sign the Tuition Waiver Certificate, entering the name and address of the professional staff employee to whom the certificate was transferred, the name of the school system, his/her signature and date.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- Summer, 2012
- School year 16-17

- A. Employees who are official members of the Laurens, West Laurens, or Mt. Vision Fire Departments or Ambulance Crews are:
1. excused to attend any and all official emergency calls, if on duty;
 2. not excused for any other duty unless the Chief of the fire department or Captain of the Ambulance Crew clears it with the Superintendent.

Reviewed and updated:

- Summer, 2000
- School year 00-01
- School year 01-02
- School year 02-03
- School year 06-07
- School year 16-17

- A. All district personnel who are employed by the Laurens Central School Board of Education will subscribe to the following regulations when on jury duty:
1. All monies received from the County by the district employee for participating in the Jury selection process and/or as an active Juror will be returned to the Laurens Central School Board of Education.
 2. All monies received from the County for mileage expense while participating in the Jury selection process or as an active Juror will be kept by the district employee for reimbursement to said employee for transportation cost.
 3. A district employee will receive his/her regular pay for leave of absence while performing his/her civic obligation to participate in the Jury selection process or to be an active Juror.

Adopted: 12/17/80

Reviewed and Readopted:

Reviewed: Summer, 2000, 2020
School year 00-01
School year 01-02
School year 02-03
School year 06-07
Summer, 2012
School year 16-17

Business Office:

1. Forwarding address and phone number.
2. If retiring, all necessary information regarding health insurance benefits and retirement awards, if applicable.
3. District reimbursement of tuition payments, if applicable.

Superintendent's Office:

1. Forwarding address and phone number
2. Lesson Plan Book for up to the prior three years of employment at Laurens
3. Faculty Handbook – if in possession of a hard copy
4. Notification to district if teacher is or is not willing to write recommendations for students and/or peers

Guidance Office:

1. Class Register with all grades clearly identified and all averages/final grades calculated.

Cafeteria:

1. All obligations/bills must be paid in full.

Miscellaneous: (Turned in to Superintendent)

1. All cafeteria and other obligations must be turned in.
2. All textbooks organized, labeled and stored in classroom.
3. Copies of all tests, worksheets, projects, etc., clearly labeled and filed properly in the room.
4. Select and file materials from major units and projects, such as project or unit outlines, unit tests, worksheets, that the teacher feels would be beneficial to their successor. Dispose of materials not used during past three years.
5. If the teacher is leaving during the academic year, the following requirements must be met:
 - A. Seating charts for classes must be written, including all students for all classes.
 - B. All tests, homework, quizzes, projects, etc., must be completely graded with all grades recorded in class register.
 - C. Lesson Plans must be complete for a week in advance of the last day of work for the district.

Extra Curricular Treasurer:

1. All extra curricular books must be balanced and turned in to the Extra Curricular Treasurer.
2. All student obligations must be collected and/or reported to the Building Principal.

Reviewed and updated: Summer, 2000, 2012, 2016, 2022
School year 00-01, 01-02, 02-03, 06-07, 16-17

It is very important that all staff members dress in an appropriate/professional manner while working at Laurens Central School. Just as our students are required to dress in a manner that relies on good judgment, we staff members must always model a standard of dress that reinforces school standards.

Please note the following:

Laurens Central School Student Dress Code

DRESS CODE

1. It is a matter of school policy in the Laurens Central School District that a traditional neat manner of dress is appropriate for school attire. Students and their parents have the primary responsibility for acceptable student dress and appearance. The good judgment and cooperation of all students is needed to maintain the school's standards. The way a student dresses may often be related to the way (s)he performs in class.
2. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails shall be safe, appropriate, and not disrupt or interfere with the educational process or environment.
 - a. Bare feet and/or socks alone will not be permitted. Footwear appropriate to the educational activity must be worn by all students at all times. Footwear that is a safety hazard will not be allowed.
 - b. Certain insignias designated as inappropriate or obscene or in bad taste will not be permitted.
 - c. Hats/bandanas/hoodies and other types of hat type apparel must be removed upon entering any classroom (including the gym for PE class), during the Pledge of Allegiance and during any assembly. Hats/bandanas/hoodies may be worn in hallways and the cafeteria ONLY.
3. Clothing which displays the anatomy, is tight-fitting, is excessively brief, or inappropriate will not be allowed. Clothing that is a distraction, interferes with learning, or has the potential to interfere with learning is not allowed.
4. Undergarments are to be covered at all times.
5. Extremely brief garments are not permitted. Specifically,
 - a. No shirts with cutout sides may be worn.
 - b. Belly buttons AND midriffs must be covered at all times.
 - c. Shirts/blouses with plunging necklines are not permitted. Breasts must be covered at all times.
 - d. Buttocks must be covered at all times.
 - e. Skirts or dresses must extend to mid-thigh.
 - f. Shirt/dress straps must be at least as wide as the straps of any undergarments.
6. In the event the student's dress is indecent, inappropriate, or causes disruption to the normal learning situation, the student may be asked to put on appropriate clothing, may be offered appropriate clothing, or may be removed from class and/or school until the situation is corrected.
 - a. Boys must wear some form of footwear, pants or long shorts, and a shirt (must be buttoned at all times).
 - b. Girls must wear some form of footwear, slacks, or a skirt, long shorts, and some type of blouse, or a dress.

7. The following types of clothing are not allowed:

any article of clothing (including head covering) that contains, exhibits, promotes, endorses, or refers to illegal drugs, alcohol, or tobacco and/or encourages other illegal or violent activities

any article of clothing (including head covering) that displays or refers to, sex, profanity, or other inappropriate phrasing.

any article of clothing (including head covering) that is libelous or denigrates others on account of race, color, religion, national origin, gender, sexual orientation, or disability.

pajamas/slippers

This list is not meant to be all inclusive. The district reserves the right to make final decisions regarding clothing deemed inappropriate for school attire.

8. The matter of hair length will be up to the student's choice; however, it should not be so long that it is dangerous.
9. Students may not wear sandals or flip-flops during recess or PE. Students in grades K-6 may not wear sandals or flip flops at any time during the school day or during the CROP afterschool program.

In light of the student dress code, staff members are to note the following:

Staff Dress Code

1. Teachers are encouraged to follow the student dress code language.
2. Teachers, teacher aides, and other staff members are not to wear shorts to school. The exceptions to this rule are:
 - a. You are a Physical Education teacher.
 - b. During the June Regents week, teachers, teacher aides, etc., may wear shorts if they do not have contact with students.
 - c. Teacher/Teacher aides going on field trips may wear shorts if appropriate for the field trip experience. (i.e. Play Day)
3. Jeans are not acceptable attire unless we are having a jeans day. The exceptions to this rule would be:
 - a. You are a maintenance worker.
 - b. You are a bus driver.
 - c. Field trips - when appropriate.
4. If you have something that is questionable - DO NOT WEAR IT!!

Remember, we are all professionals. We need to model professional behavior and dress in a professional manner.

Reviewed and Updated: Summer, 2000, 2012, 2016, 2020, 2021, 2022
School Year 00-01, 01-02, 02-03, 06-07, 16-17

- A. The use of videotaping for educational purposes can provide much useful and purposeful information to the classroom teacher and/or school district. Therefore, the district allows teachers to videotape lessons and/or students for the following purposes:
 - 1. To assist in the improvement of instruction.
 - 2. To help provide students with educational input regarding classroom presentations, performances, and classroom activities.
 - 3. To assist teachers in all areas of student assessment, including classroom student behavior.
- B. All videotapes recorded by teachers or school staff are property of the school district, NO EXCEPTIONS.
- C. All videotapes recorded by teachers or school staff are to remain on school property.
- D. The school district reserves the right to maintain or destroy school videotapes of students or school programs.
- E. Videotapes, as described above, are not to be shown to anyone other than the students videotaped without advanced approval by the administration.

Reviewed and Updated: Summer, 2006, 2012
School year 16-17

- A. There may be occasions when a teacher/employee may wish to have their child visit the school while they are working and/or coaching/advising any extracurricular activity. Such requests are considered to be a “Professional Courtesy,” and may be granted at the discretion of the Administration.
- B. Prior to bringing the child to school, the following form (#1031.1) must be completed and approved.
- C. It is expected that teachers/employees will be able to accomplish all tasks and responsibilities associated with their normal working day while their child is at school without interference by their child.
- D. Examples of appropriate requests: “Child” to work day, your child’s school is not in session on a day that ours is, your child needs to observe a particular teacher/class for a requirement in their own school.
- E. Teachers/Employees are not to bring or ask to bring sick children to school.
- F. The Administration reserves the right to deny these requests at any time.
- G. The school district will not be responsible/liable for any incidents, accidents, injury or harm that occur to a teacher’s visiting child(ren) during the day/time of their visitation.
- H. The teacher/employee will be fully responsible for the behavior and actions of their visiting child during the day/time of their visitation. It is expected that children of teachers/employees will follow all rules for visitors as outlined in the student handbook.
- I. The teacher/employee agrees to reimburse the district for any damages caused by their child during the visitation period.

**Visitation by Children of Teachers/Employees Request Form
Laurens Central School**

Teacher/Employee Name: _____ (Print)

Child Name: _____ (Print)

Date of Visitation: _____

Reason for Visitation: _____

I, _____, understand that I am fully responsible for the behavior/actions of my child during their visit/time of their visitation. I understand that my child is subject to and agree that my child will follow all rules for visitors as outlined in the student handbook. I agree to reimburse the district for any damages caused by my child during the visitation period. I agree that the school district will not be held responsible and/or liable for any injury or harm caused to my child during the time of their visitation.

Signature

Date

Superintendent Approval

Date

The Laurens Central School shall approve and/or adopt the appropriate rules and regulations for maintenance of proper use school owned or provided property, equipment, computers, email, cell phones, cameras, vehicles, classroom furniture, etc;

And hereby shall provide employees with information regarding privacy rights in regard to the use of any school owned or provided property, equipment, computers, email, cell phones, cameras, vehicles, classroom furniture, etc.

- Employees have no rights to privacy in regard to the use of any of the above referenced items.
- Employees are notified that the District retains the right to monitor any and all use of school owned or provided property referenced above and that the District will, in fact, monitor, on a consistent basis, the use of all such items.
- Employees are notified that the use of all school owned or provided property, equipment, computers, email, cell phones, cameras, vehicles, classroom furniture, etc., is to be used for school district purposes only.
- Although discouraged, on occasion an employee may have a legitimate need to “sign out” a school computer or camera for personal use. To do so they must complete the appropriate form indicating their full responsibility for the proper use and safe return of the item in the condition in which it was borrowed, and assurance that the item will not be used for any inappropriate activity at any time.
- Employees are notified that the District will use GPS systems in school vehicles to monitor the use of those vehicles and that school vehicles are to be used for school district purposes only.
- Employees are notified that the District reserves the right to monitor and inspect all classroom desks, files, cabinets, etc., at any time in an effort to insure the proper use of these school owned items.
- Employees are notified that at any time while being paid to work for the district, employees are not allowed to use school owned or provided equipment or items referenced above, or personally owned equipment or items referenced above, for personal business.

Career Development and Occupational Studies Commencement Credential
Skills and Achievement Commencement Credential

The Board of Education and district staff shall comply with all federal and state requirements concerning the education of children with disabilities.

In addition to any other requirements, the Committee on Special Education will make every effort to incorporate in a student's individualized education program as many of the requirements for a high school diploma as set forth in 100.5 of the Regulations of the Commissioner of Education as possible. All students, including those with disabilities, shall be given the greatest opportunity possible to earn an Advanced Regents, Regents, or local diploma.

A student with a severe disability who has attained the age of twenty-one is eligible to be awarded a skills and achievement commencement credential. The students eligible for this credential are those students who qualify to take the New York State Alternate Assessment and who have attended 12 years of school, excluding kindergarten. Each student awarded this credential will leave school with a student exit summary and supporting documentation as to the skills mastered that would help the student to secure employment.

With the exception of those students taking the New York State Alternate Assessment, students with disabilities may also earn a Career Development and Occupational Studies Commencement Credential, commonly referred to by its acronym, CDOS. This credential will be awarded in conjunction with a local, Regents, or Advanced Regents diploma or it will be earned as a stand alone credential. In order for the district to award this credential, students must complete two units of study (216 hours) in technical education and/or work-based learning. Work-based learning is the term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. A minimum of 54 hours in a supervised work based learning setting is required. The district is required to maintain in the student's permanent record file, a copy of the student's employability profile, a career plan beginning in grade 9, and a transcript annotation of the student's high school exiting credential. To earn this award, the student must also have been in school for 12 years, excluding kindergarten.

Students with disabilities may also earn, and the school district may also award, the CDOS Credential by meeting the requirements for one of the nationally recognized work readiness credentials.

If a student receiving a Career Development and Occupational Studies Commencement Credential as a stand alone credential or Skills and Achievement Commencement Credential is less than twenty-one years of age, the credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.

The Committee on Special Education shall review the progress of all students with disabilities who will attain the age of twenty-one years prior to the end of the current school year and those students with disabilities who have received twelve years of education for whom a CDOS or Skills Achievement Commencement Credential will be earned (CDOS) or awarded (Skills Achievement Commencement Credential). The Committee on Special Education shall notify the principal and/or superintendent of those students eligible to receive either credential.

Teachers computing grades for full year courses will have grades in each of the 4 marking period columns, final exam and final average. Only students successfully completing a course will receive a unit of credit; (be sure to so indicate when recording grades) one unit for a full year course. Do not give a unit of credit to students failing a course. Remember 4/5 of the class average and 1/5 of the final exam composes the final grade.

Regents exam scores will NOT be used as part of the final average (unless the Regents exam score is higher than the final exam score).

Example - If a student in a full-year course earns a 75, 78, 82, and 86, respectively for each marking period, add the 4 marks. (total 321). To this add the student grade earned on the final exam (85) or Regents, which makes the total 406. Divide by 5 and the final grade will be 81.

The 7th or 8th grade students will not receive any Carnegie units of credit except where Regents subjects are written and passed.

A final grade must be computed for all courses.

Teachers are to maintain all student grades in both their class register and in the student data management system (SchoolTool)

FINAL GRADE SETUPS IN SCHOOLTOOL
FOR FULL YEAR COURSES:

Q1 = 20%

Q2 = 20%

Q3 = 20%

Q4 = 20%

L1 (Final Exam Score) = 20%

FOR SEMESTER COURSES:

Each quarter = 40%

Final Exam = 20%

Students completing a half year or semester course would have grades in the first and second marking columns for first semester or in the 3rd and 4th marking columns for the second semester. To determine the final grade in a half year or semester course, add the two grades together (either in the first and second marking period or in the third and fourth marking periods) double the total of the two grades, add the final exam grade and divide by 5. Students successfully completing (passing) a semester course will receive a half unit of credit. Do not assign a half unit of credit to students failing a course. The 7th and 8th grade students will not receive any units of credit except where Regents subjects are written and passed.

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 07-08, 17-18

IV. Transfer Students, Computing Grades

1. Their grades will be received on face value.
2. Their grades will be recorded on the report card and marking sheets by the Guidance Dept..
3. If the school is on a marking period other than a ten week marking period (i.e., 6 week marking period) then the grade will have to be adjusted to meet our needs.
4. Their grades must be computed with all grades earned at LCS when computing the final grades for a course.
5. Teachers grades 7 - 12 must transfer (to their class register and SchoolTool) all grades posted on the report cards for transfer students. Teachers grades K-6, will keep all grades received in the students permanent folder.
6. If the school from which the transferring student comes uses letter grades, one of the following conversion scale(s) will be used whichever coincides best with the forwarding school's intent.

A+	99
A	96
A-	93
B+	90
B	87
B-	84
C+	81
C	78
C-	75
D	72
U	60

7. If the school from which the transferring student comes uses a different passing number grade the conversion scale(s) L-THB #2002.3 will be used.

GRADING/TESTING/EVALUATION
TRANSFER STUDENTS, COMPUTING GRADES

L-THB #2002.3

If 75 Passing	LCS	If 65 Passing	LCS	If 60 Passing	LCS	4.0 Scale	LCS
100	100	100	100	100	100	4.00	100
99	99	99	99	99	99	3.9	97/98
98	98	98	98	98	98	3.8	95/96
97	96	97	97	97	98	3.7	93/94
96	95	96	97	96	97	3.6	91/92
95	94	95	96	95	96	3.5	90
94	93	94	95	94	96	3.4	89
93	92	93	94	93	95	3.3	88
92	90	92	93	92	94	3.2	87
91	89	91	92	91	93	3.1	86
90	88	90	91	90	92	3	85
89	87	89	91	89	92	2.9	84
88	86	88	90	88	91	2.8	83
87	84	87	89	87	90	2.7	82
86	83	86	88	86	90	2.6	81
85	82	85	87	85	89	2.5	80
84	81	84	86	84	88	2.4	79
83	80	83	85	83	87	2.3	78
82	78	82	85	82	86	2.2	77
81	77	81	84	81	86	2.1	76
80	76	80	83	80	85	2.0	75
79	75	79	82	79	84	1.9	74
78	74	78	81	78	84	1.8	73
77	72	77	80	77	83	1.7	72
76	71	76	79	76	82	1.6	71
75	70	75	79	75	81	1.5	70
74	69	74	78	74	80		
73	68	73	77	73	80		
72	66	72	76	72	79		
71	65	71	75	71	78		
70	64	70	74	70	78		
69	63	69	73	69	77		
68	62	68	73	68	76		
67	60	67	72	67	75		
66	59	66	71	66	74		
65	58	65	70	65	74		
64	57	64	69	64	73		
63	56	63	68	63	72		
62	54	62	67	62	72		
61	53	61	67	61	71		
60	52	60	66	60	70		
59	51	59	65	59	69		
58	50	58	64	58	68		
57	48	57	63	57	68		
56	47	56	62	56	57		
55	46	55	61	55	66		
54	45	54	61	54	66		
53	44	53	60	53	65		
52	42	52	59	52	64		
51	41	51	58	51	63		
50	40	50	57	50	62		
		49	56				
		48	55				
		47	54				
		46	53				
		45	52				
		44	51				
		43	50				

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 07-08, 17-18

A student may not drop out of a class after the fifth (5th) day of the class, unless the student is found to be academically unable to perform at a passing level. Academically unable shall be measured by the student's past record of achievement. (The guidance counselor, in consultation with the teacher and administration, shall determine the level of achievement and will then make a decision as to whether a student will be allowed to drop a course.)

Refer to the L-THB #3018 for the entire Subject Withdrawal Procedure.

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 07-08, 17-18

Juniors, with parent permission in writing, who plan to complete graduation requirements by the end of the third year, may be permitted to enroll in the required fourth year courses to qualify as a candidate for graduation the end of their junior year. (This does not apply to physical education.) The decision to permit this type of academic acceleration will be decided by the administration in consultation with the guidance counselor, parents, and teacher of the courses so effected.

Please refer to the Guidance Handbook for additional information.

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 07-08, 17-18

REPORTING STUDENT OBLIGATIONS AND HANDING OUT REPORT CARDS

1. All Teachers/Librarian/Cafeteria Manager/Coaches/etc., are required to fill out the obligation reporting form, each quarter for all student obligations.
2. All Teachers/Librarian/Cafeteria Manager/Coaches/etc., will give the bottom half of the form to the student and will return the top half of the form to the Building Principal two weeks prior to the end of the marking period.
3. The Building Principal will send out a reminder to staff each quarter to get these forms completed.
4. The Building Principal will mail out the top portion of the form to parents of the student with the obligation.
5. The Building Principal creates a master list and notifies all classroom teachers. Notification can occur by e-mail or hard copy. Elementary teachers will be notified on the day report cards are to go home.
6. Once a student turns in the obligation, the person to whom the obligation was owed must notify the Building Principal in writing when the obligation was turned in. The School Counselors will notify the appropriate classroom teacher.
7. On the day of report card distribution:
 - a. The Building Principal will hold the report card of any high school student with an outstanding obligation.
 - b. The elementary teachers will hold the report card of any elementary student in their classroom who has an outstanding obligation.
8. Students will receive their report card from either the Building Principal (high school) or their classroom teacher (elementary) only after the obligation is turned in.

NOTE: All obligations are to be turned in on a quarterly basis. For example: A student has an obligation for the 1st quarter, therefore, this process is to be completed 2 weeks prior to the end of the first quarter. If the obligation still has not been turned in, the teacher is required to repeat the process for the second, third and fourth quarters if necessary.

Reviewed and updated: Summer, 2000, 2013, 2014, 2020, 2021, 2022
School year 00-01, 01-02, 03-04, 07-08, 17-18

Laurens Central School

“A Community Center”

**P. O. Box 301 - 55 Main Street
Laurens, New York 13796 • Telephone (607) 432-2050
Fax (607) 432-4388**

Date: _____

Dear Parent:

This letter is to advise you that your child, _____, has an obligation which must be taken care of before we can release his/her report card. This obligation is as follows:

Once this obligation has been taken care of, your child will be able to pick up his/her report card. Parents are reminded that report cards are a copy of information in their child's permanent record. Parents may schedule an appointment with the Guidance Office to view the permanent record at any time.

Sincerely yours,

John Mushtare
Building Principal

JWM:pjw

To: _____
(Name of Student)

From: _____
(Name of Teacher)

Date: _____

Re: Outstanding Obligation

This letter is to advise you of the obligation listed below. This obligation must be turned in before your report card can be released. The obligation is as follows:

Once this obligation is taken care of, you will be able to pick up your report card from the elementary classroom teacher/Building Principal (for high school students).

The following guidelines will be considered when determining the grade of a failing student:

- A. At the end of the first marking period, the minimum grade will be a 50.
- B. The comment used by the teacher on the report card will be: "This is the lowest grade possible; the actual grade is lower."
- C. This accommodation must be accompanied by a request for a student conference and/or a parent conference.
- D. If the student continues to do failing work in the following marking periods, the student would then be graded according to what he/she earned.
- E. These guidelines apply to all students K-12.

Reviewed and updated: Summer, 2000, 2013
School year 00-01, 01-02, 03-04, 07-08, 13-14, 17-18

- A. Final examinations are required in all courses, grades 7-12, unless an alternate assessment has been presented to and agreed upon by the Building Principal.
- B. The final examinations that are administered are expected to be comprehensive in nature. This means that they must include testing questions on the whole course, and not just the last unit, or the last ten weeks of work, or just the second semester's work. In order for an examination to be comprehensive, it must test all of the major concepts that the course of study is expected to teach.
- C. The format of the final examination should have both objective and subjective questions. The examination should expect that all students are working for the entire testing period. The objective questions should be as "discriminatory" as possible, while the subjective questions should cause a student to write paragraphs, or solve problems. There should be all forms of objective questions - fill in the blank, matching (many forms), true/false, identification, etc. Subjective questions should cause students to think through and be able to explain (in depth): various processes; analysis of situations, characterizations and/or plots; compare and contrast various times and matters; projection, by taking what they have learned and being able to rationalize a given situation, testing their powers of reasoning (may be no right or wrong answer).

It is the teacher's job to expect complete and thorough answers. However, the students must know your expectations, therefore, make your intentions clear during the review and at the beginning of the exam.

- D. In developing final exams, the teacher needs to reflect on the goal/purpose of the entire course. For example, if the course is leading up to a Regents exam, the final exam should be reflective of the level of knowledge expected for the Regents. Grades students earn on local exams should be comparable to those grades earned on Regents exams.

If the course is a stand alone, not leading up to a Regents, the final exam needs to be developed as a culminating activity that summarizes, evaluates and brings closure to the entire course.

FINAL EXAMINATIONS – FAILURE TO SHOW IN ORDER TO WRITE THE FINAL EXAM

- A. An attendance check is made at the beginning of all final exams. This report is checked by the teacher against the absentee list or is sent to the Health Office for clarification purposes.
- B. If there is any doubt as to the student's absence a telephone call is placed to the home, parent, and/or guardian to ascertain the student's whereabouts.
- C. If the student is legally absent, arrangements will be made for:
 - 1. local exam - a make-up test
 - 2. Regents -
 - a. either go to the house & administer; or
 - b. write the Regents exam the next time that the Regents is administered
- D. If the student is illegally absent for a local exam, no make-up arrangements will be considered.
 - 1. These students will be assigned a "0" (zero) for the grade of the final exam for that particular course.
 - 2. The zero (0) will be averaged (according to the 4/5, 1/5 formula) into determining the final grade for that particular course.
- E. If a student is illegally absent for a Regents exam, no paper will be submitted with the student's name on it to the State, nor will it be recorded on the Regents Report.
- F. Time must be allowed for students to arrive at the school to write the exam. Students are allowed up to 30 minutes to enter a local final examination and the state-allowed arrival time for a Regents exam.

Reviewed and updated: Summer, 2000, 2013, 2014, 2022
School year 00-01, 01-02, 03-04, 07-08, 17-18

- A. Incomplete grades cannot be assigned as a final grade. All final grades must be finalized two (2) days before the end of that particular school year.
- B. Any incomplete grade assigned to any course for any of the first three marking periods of the school year must be finalized within two weeks after the end of each marking period respectively. Any vacation days, snow days, holidays, etc. will be included as part of the 2 week extension. This regulation is consistent with the two-week limit on make-up work. Exceptions to the two-week limit may occur in the event of absences caused by medical issues. Due to certain medical conditions, a teacher may request to extend the two-week limit. Final approval for such extensions must be obtained from the Superintendent.
- C. Teachers are responsible to notify the Guidance Department of all resolutions of incomplete grades within the two-week period. The Guidance Office will make all necessary clerical adjustments.
- D. Class registers are to be marked in pencil “inc.” (incomplete) if the course requirements have not been completed during a particular marking period. This penciled “incomplete” must be removed or it automatically reverts to a maximum failing grade of 60.
- E. Teachers are responsible to notify the parents of the student having an incomplete grade after the grade has been completed and recorded. Guidance will provide student with a new copy of the report card.

- A. Do not allow students to sit and write the particular Regents exam if the following requirement has not been met:

Laboratory experience is required in each of the four Regents science courses. This requirement follows directly from the fact that these courses are known as laboratory sciences, and successful completion of any one of them earns for the student one unit of credit for a laboratory science. Students must be engaged in laboratory activities for at least 40-minute periods exclusive of the time used in changing the classes or teachers, or an equivalent period of time as certified by the administration. The intent of equivalent time is meant to allow for longer or shorter laboratory experiences as determined by instructional variations while insuring that all students in Regents courses receive a total minimum time in laboratory work.

- B. Satisfactory written reports of these laboratory experiences must be prepared by the student. These reports should be kept in the school for six months following the date of the examination, except in instances where a senior student requests such reports for further work.
- C. In exceptional cases, equivalents of time may be certified by administration who wish to acknowledge the out-of-school laboratory experience of certain students and admit them to the Regents science examinations.
- D. If the student is allowed to sit for the exam, it must be corrected. If the student writes a passing Regents exam paper with a grade of 85 or better, they automatically pass the course, then they will receive credit for the course.
- E. Completed Laboratory requirement, certifying student to be eligible to write the Regents exam.
1. In order to qualify to take a Regents examination in any of the sciences a student must complete a minimum of 1,200 minutes of actual hands-on laboratory experience with satisfactory documented laboratory reports. The 1,200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit. These requirements of the New York State Education Department must be complied with and certified by the local science teachers and building administrator prior to taking the Regents exam.

Failure to meet the above requirement may prevent a student from taking a Regents examination regardless of one's class average.

Before a student may take an examination in the above subjects:

1. All labs must be completed, handed in for corrections (and graded, local option -this is done at Laurens Central School) and reviewed for its accuracy and completeness.
2. If a lab is not satisfactory, it must be redone to the satisfaction of the instructor.
3. All labs are kept on file with the instructor. Each student has his own lab folder which is "housed" with their teacher. These folders must be kept on file for one year after the student has completed the course.

- A. When legally absent from class or school, a student is allowed two days make-up time for every day legally absent. However, there is a maximum time period of two weeks immediately following the legal absence. It will be the student's responsibility to make arrangements with the teacher to make up the work.
- B. Students excused from a regularly scheduled class to participate in school activities (athletic events, music programs, awards presentation, play presentation, etc.) must be given the opportunity to make up the work. Students are to procure their assignments in advance using the approved Teacher/Student Field Trip Permission Form. These students are responsible for material covered during that particular absence. Any written or oral assignments are due no later than two days after the legal absence.
- C. When a student is illegally absent for one or more days, or has been assigned an in school or out of school suspension for one or more days, he/she must make up and hand in any homework on the first day that he/she returns to class. He/she is also responsible for any tests, quizzes, etc., given during this absence. These tests, quizzes, etc., may be given the first day that the student returns to class. If the student does not follow this guideline, he/she may be given a zero for the classroom assignments, tests, quizzes, etc., not completed.
- D. When a student has cut a class, a grade of zero will be assigned for quizzes, tests and homework for that same class.

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 07-08, 17-18

- A. It is imperative that all grades be recorded in ScoolTool, written in the class register, and on the report card with the greatest of clarity and accuracy. This is our only record of a student's performance. All grades must be recorded by the teacher.
- B. If a student withdraws from a course, teachers are to record it in both SchoolTool and the class register. Indicate the date of withdrawal.
- C. Follow instructions for recording high school (7-12) grades.
 - 1. Passing grade is 70%; 65% on State examinations. Report cards will be issued four times a year.
- D. Teachers are to post all grades in SchoolTool, the class registers, and report cards, for grades 7-12.
- E. For grades 7-12, there must be a local or state exam mark and a final grade.
- F. Elementary teachers (including specials teachers) will evaluate students via the SchoolTool and class registers. All comments will be recorded in SchoolTool. Original copies will be printed by the Guidance Office and kept for the permanent record.

Reviewed and updated: Summer, 2000, 2013, 2014, 2020, 2023
School year 00-01, 01-02, 03-04, 07-08, 17-18

A. Regents Credit

Regents credit is granted when the Regents examination in a subject is passed with a grade of 65% or better. Both the Regents examination mark and the final grade will appear on the student's permanent record and transcript. If the student fails to pass the Regents examination, a unit of local credit will be granted, if all four of ten-week grades and the failing Regents examination mark, when averaged, is passing. This average will be considered the final grade for the local or school credit.

The Board of Education has applied for the 55-64 passing variance when allowed by SED. Therefore, when applicable, a student may be able to receive local credit with a score of 55-64.

B. School Credit

School Credit - unit of credit earned if satisfactory (passing) work is maintained in any specific subject.

C. Alternative Ways of Earning Credit

A student may earn a maximum of 6 1/2 units of credit for either a Regents or local diploma without completing units of study for such units of credit, if:

1. based on the student's past academic performance the superintendent of a school district or the chief administrative officer of a non-public school or his or her designee, determines that the student will benefit academically by exercising this alternative;
2. the student achieves a score of at least 85%, or its equivalent as determined by the commissioner, on a state-developed or state-approved examination;
3. the student passes an oral examination or successfully completes a special project to demonstrate proficiency, as determined by the principal, in the subject matter area; and
4. the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of 16, pursuant to sections 3204 and 3205 of the Education Law.

Reviewed and updated: Summer, 2000, 2013, 2014, 2022
School year 00-01, 01-02, 03-04, 07-08, 17-18

- A. Students who fail a Regents examination (after having the proper and sufficient course preparation) may retake the examination during any forthcoming Regents examination period.
- B. If the students retake a Regents examination and pass, the following procedure will be followed regarding the grade:
 - 1. If the student wants Regents credit, the passing Regents examination grade will be recorded on the permanent record card in place of the failing Regents examination grade.
 - 2. The final grade will also be adjusted to accommodate the higher passing Regents examination grade.
 - 3. If the final grade is still failing after having passed the Regents examination, the student will receive Regents credit but not course credit. The only exception to this will be if the student earns a Regents score of 85 or better (mastery). Should this score be obtained the student will be granted course credit. If a Regents score of 85 is not obtained, the student will be required to repeat the class to obtain the course credit.

Reviewed and updated: Summer, 2000, 2013, 2014, 2020
School year 00-01, 01-02, 03-04, 07-08, 17-18

- A. The possibility of attending summer school to repeat a course should be considered. Contact the guidance office for all summer school course requirements and pre-requisites.
- B. A student in grades 9 - 12 who fails a year long course will be required to:
 - 1. Repeat the first semester of the course;
 - 2. If, at the end of the 1st semester (2 grading periods), the student:
 - a. has an average of the two marking periods of 85 or better;
 - b. can write and pass the final exam for the course; and
 - c. the teacher can recommend that the student has achieved the minimum competencies in that subject, then:

The student will have earned a passing grade, and receive credit (if necessary) for having satisfactorily completed the course.
- C. A student who fails a semester course will be required to repeat the entire course in an effort to earn a passing grade, and receive credit (if necessary) for having satisfactorily completed the course.

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-01, 03-04, 07-08, 17-18

- A. A pupil who has made his or her best effort and whose final grade is between 68% and 70% may be granted credit for the course. Grades will be either moved to 70 or will be 67 and below on the report card. (There will be no grades of 68 or 69 written on the report card.)
- B. In such instances, the final decision will be made by a committee made up of the Administration, Guidance Counselor, and the classroom teacher. This committee will meet at the end of the year to determine the final grade for the course.
- C. The purpose of this procedure is to allow discretion in an effort to assist the student who has done all of the work as expected for the course, working to the best of his/her ability but could not reasonably pass. This procedure is reserved for the student who puts forth a good deal of effort and work in making an honest effort to pass the course. It is also reflective of the fact that grading is frequently subjective in nature, therefore, students should not fail by just one or two points.
- D. This does not apply to any Regents or competency grade.
- E. **Teachers should keep this procedure in mind throughout the school year, and should use discretion when assigning quarterly grades.**

Reviewed and updated: Summer, 2000, 2013, 2014, 2020
School year 00-01, 01-02, 03-04, 07-08, 17-18

GRADING/TESTING/EVALUATION
STANDARDIZED TEST SCHEDULE

L-THB #2016

Grade	Test	Date	Given By
K-2	PALS/STAR	Sept/Jan/May	Teacher and/or Title I Staff
3	PALS/STAR	Sept/Jan/May	Teacher and/or Title I Staff
	NYS – ELA/Math	May	Teacher
4	NYS ELA/Math/Science	May/June	Teacher
	STAR	Sept/June	
5	NYS ELA/Math	May	Teacher
	STAR	Sept/June	
6	NYS ELA/Math	May	Teacher
	STAR	Sept/June	
7	NYS ELA/Math	May	Teacher
	STAR	Sept/June	
8	NYS ELA/Math/Science	May/June	Teacher
	STAR	Sept/June	
	*Foreign Lang. Assess	June	Teacher
9	Regents: Science/Math	June	Teacher
10	Regents: Global Studies/ Science	June	Teacher
	Math	Jan/June	Teacher
	ACT Plan	Oct./Nov.	Guidance Counselor
	*Foreign Language Assess	June	Teacher
11-12	PSAT		
	Regents: ELA/Math/Science	Jan/June	Teacher
	US History & Gov't.	Jan/June	Teacher
	ACT	Oct. & June	Oneonta HS
	SAT	Oct/ Nov/Dec	
		Jan/Apr/May/June	Oneonta HS

* Regents eliminated by New York State Education Department 2010-2011
School year 2012-2013, 17-18 Summer 2013, 2014

A. Program Purposes

One of the most important responsibilities of the elementary and secondary schools is that of teaching young people to read with comprehension, to write effectively, and to make proper use of mathematical concepts and operations. The development of these three skills is so essential to the attainment of other skills and the acquisition of knowledge that they are often referred to as the “basic skills.” Step by step mastery of these skills is the key to further education and a productive life.

Because of the paramount importance of reading comprehension, writing, and mathematics, the Board of Regents and the State Education Department have established a competency testing program that has two purposes: (1) to assure the early identification of students who need special help in developing these skills, and (2) to assure that students have acquired an adequate competency in these skills before receiving a high school diploma. Early identification is accomplished by local schools through the use of the formal and informal measures of achievement that are part of a school’s regular instructional program. It is a systematic process that must begin with the school’s first contact with the student and must continue throughout the student’s years in the school.

The statewide testing program provides several check points that can be incorporated into the school’s system for identifying students who are deficient in the basic skills and for correcting these deficiencies. To determine whether or not students have acquired proficiency in the three basic skills before graduation from high school, the Department has developed a series of Regents Competency Tests. No student may receive a high school diploma without demonstrating competency in all areas required by New York State.

The Board of Regents has approved amendments to the Regulations of the Commissioner of Education relating to the competency testing program, remedial instruction, and high school credentials.

B. As a result of this review, the Regents have taken these actions:

1. Confirmed the importance of establishing statewide standards of competency in reading comprehension, writing, mathematics, science, and social studies as a requirement for a high school diploma.
2. Supported the demonstration of competency through either the Regents examinations or the competency tests provided by the State Education Department.
3. Established final standards for the Regents competency tests in reading comprehension, writing, mathematics, science and social studies.
4. Confirmed the schedule for implementation of the competency testing program as previously established.
5. Continued state authorization of diplomas - For students entering 9th grade in 2001 and thereafter, a Regents or Advanced Regents diplomas only will be offered. Local diplomas will be valid until such time that the state no longer authorizes.
6. Authorized alternative procedures for certain pupils with handicapping conditions and certain pupils whose native language is other than English to demonstrate competency in reading comprehension, writing, and mathematics to meet diploma requirements. Procedures are also authorized for demonstrating competency where extraordinary administrative circumstance has resulted in a pupil’s failure to pass the competency tests.

7. Authorized the use of scores obtained on assessments of the College Entrance Examination Board and the American College Testing Program to meet competency tests requirements.
8. Expanded the requirements for remedial instruction in the case of failure on any competency test and for pupils scoring below the statewide reference point.
9. Authorized a diploma for pupils with disabilities as specified in Board of Education Policy IHFA.

C. REMEDIATION/AIS

1. Pupils who score below the State Reference Point on the state-mandated tests and pupils who fail the Regents Competency Test must be provided appropriate remedial/AIS instruction.
2. Each pupil to be provided remedial/AIS instruction, and the parent or guardian of the pupil must be notified in writing of the test results and the plan for remedial instruction.

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 07-08, 17-18

A. K – 6 Teachers and 7-12 Teachers

1. All report cards are distributed on a ten week reporting period. It is clear and understandable that parents of students performing below grade expectation should not have to wait ten weeks to receive an informal report regarding their child.
2. Interim Reports may be issued any time throughout the school year.
3. At the 5 week interval of the 10 week reporting period interim reports may be issued. K-6 teachers must notify parents of all students who are not achieving at a level 3 or 4.
4. It is further suggested that if a student is consistently performing below grade level after a reasonable beginning of the school year, that regular communication between parents(s) and teacher be established and maintained through periodic written reports, parent-teacher-(student) conference(s) and phone conversations.
5. This report can also be used to inform parents of the child's outstanding progress.

B. Elementary teachers need to make every effort to get the parent/guardian acknowledgment slip back signed by the parent/guardian and retain it for your files.

1. This step in the process is required if the school is to have credibility.
2. If the parent/guardian acknowledgment is not returned, a phone call or written follow-up will be placed by the teacher.
3. Elementary teachers may use form #2018.2, #2018.3, or may create a similar form to use.
4. Elementary teachers are to keep a copy of all interim reports for permanent records.
5. Secondary teachers are to keep a copy of deficient interim reports on file.

C. Secondary teachers are required to send home interim reports for any student who is failing a course at the five week mark each quarter.

Secondary Teachers are also encouraged to use the Interim Report Process to acknowledge student growth, achievement and other areas of positive effort on the part of the students.

D. In order to keep parents/guardians informed about student progress it is recommended that School Tool grades be updated at least on a bi-weekly basis.

Reviewed and updated: Summer, 2000, 2013, 2014, 2019, 2024
School year 00-01, 01-02, 03-04, 07-08, 17-18

REPORT OF STUDENT PROGRESS
LAURENS CENTRAL SCHOOL
607-432-2050

STUDENT'S NAME _____ DATE _____

CLASS/GRADE _____ TEACHER _____

SUBJECT _____ COUNSELOR _____

Dear Parent:

This report is designed to help you understand your child's progress to this date. The key below indicates the numbers representing the statement which best applies to your child's work.

1 – Above Average

2 – Average

3 – Below Average

4 – Substantially Below Average

School Behavior

Comments

Attendance	_____	_____
Cooperation	_____	_____
Classroom Behavior	_____	_____

Work Habits

Preparation of Assignments	_____	_____
Class Preparation	_____	_____
Attention	_____	_____
Self-Motivation	_____	_____

Performance in Subject

Working to Potential	_____	_____
Tests	_____	_____
Homework	_____	_____
Basic Skills	_____	_____

Additional Comments: _____

Recommendation (please circle):

Conference with Teacher

After School Help

Tutoring

Greater Effort Needed by Student

Greater Concentration at Home

Other: _____

.....
REMINDER: Please sign the following and return the signed portion to the classroom teacher. Thank you for reviewing this report with your child.

I, _____, have reviewed this report with my child.
(Parent Signature)

Date: _____

Student' Name _____ Date _____

Teacher _____ Grade _____

Report cards are sent home every ten weeks. It is now mid way through the marking period. Please read this report, discuss it with your child, and return the bottom portion to let the teacher know that you have received this report. If you or your child's teacher wishes to have a conference, please indicate this on the bottom portion.

Academics:

Behavior and Attitude:

Comments:

.....
Please sign the following and return the signed portion to the classroom teacher. Thank you for reviewing this report with your child.

_____ Teacher requests a conference

_____ Parent requests a conference

I have received my child's interim report.

Parent Signature

Date

To: _____

From: _____

Date: _____

We have completed our (5th, 15th, 25th, 35th) week in school. The official report card is not due for another five weeks, but now is a good time to make a preliminary report to you. This is a report concerning work habits, attitudes, and general progress.

Please detach and sign the bottom half of this report. If you have any comments, questions, or desire a conference, let me know. I can be reached at 607-432-2050.

Sincerely,

SUBJECT	PASSING	BORDERLINE	FAILING
READING			
SPELLING			
HANDWRITING			
MATH			
ENGLISH			
SCIENCE/HEALTH			
SOCIAL STUDIES			

General Comments: _____

.....

Please sign the following and return the signed portion to the classroom teacher. Thank you for reviewing this report with your child.

I have reviewed your interim report concerning my child.

Parent Signature

Date

- A. All teachers must record a written statement outlining the procedure to be used for determining the 10 week grading of student achievement in the Class Register. This should include all weightings, percentages, and the process in its entirety.
- B. Any unique grading system must be approved by the Administration before it can be used.
- C. Grading Systems must be fair, just, and consistent with the academic discipline, and applied uniformly for each student within a given class.
- D. The class register and grading system will be opened for review at any time by the Administration.
- E. Elementary Teachers
 - 1. Will enter quarterly evaluations in the SchoolTool according to the established scale (Refer to L-THB #2020).
 - 2. Will track student progress in their class registers as a means of reference for determining the evaluations issued.
 - 3. Will maintain samples of student work (writing samples, math exams, etc.) as a means of reference for evaluating student growth.
 - 4. Elementary specials teachers will follow the same system as outlined above and use the scale referenced in number 1 above when evaluating students in grades K-6.
- F. Secondary Teachers
 - 1. If you use a different grading system for different classes, list separately.
 - 2. All teachers, Grades 7-12 will use number grades in their class registers, SchoolTool and on the Report Cards and Permanent Records.
 - 3. Art, Music and PE will use the numbering system (Grades 7-12). Refer to L-THB #2020 for recommended procedure and will follow the same system as outlined above when recording grades in their class registers (grade books).

Reviewed and updated: Summer, 2000, 2004, 2012, 2013, 2014, 2023
School year 00-01, 01-02, 07-08, 17-18

Below are the grade tables for Physical Education and Music (Art is not included as there is only one teacher assigning grades).

SECONDARY (7-12)

71}		
72}	D	72
73}		
74}		
75}	C-	75
76}		
77}		
78}	C	78
79}		
80}		
81}	C+	81
82}		
83}		
84}	B-	84
85}		
86}		
87}	B	87
88}		
89}		
90}	B+	90
91}		
92}		
93}	A-	93
94}		
95}		
96}	A	96
97}		
98}		
99}	A+	99
100}		

ELEMENTARY (1-6)
Grades

4 – Exceeding Standard for this Grade Level (95-100)
3 – Meeting Standard for this Grade Level (80-94)
2 – Approaching Standard for this Grade Level (65-79)
1 – Below Standard for this Grade Level (0-64)
NA – Not Applicable At This Time

Reviewed and updated: Summer, 2000, 2012, 2013, 2014, 2016
School year 00-01, 01-02, 03-04, 07-08, 12-13, 17-18

A. All Teachers

1. All report cards are distributed on a ten week reporting period.
2. The Report Card Schedule is established by the administration annually and handed out on the first day of school.
3. It is expected that all teachers, grades K-12, will follow the established schedule without exception.

B. Secondary teachers are to follow the procedures outlined for reporting all grades at the end of the quarter as determined by the Guidance Department and the administration:

1. All teachers are to verify each grade and notify the School Counselors of any inaccuracies. Teachers must make all corrections in SchoolTool.
2. All grades will be permanently stored in SchoolTool.
3. The first draft of the report cards will be run. The guidance office staff will review all report cards for errors.
4. Final copies will be printed and report card envelopes will be stuffed.
5. Names of all teachers not following this procedure will be reported to the Superintendent.

Grading for students entering LCS during the school year:

Teachers will average all grades from the previous school with LCS grades. The only exception will be if the student has enrolled in Laurens near the close of the quarter and the LCS teacher has not had the opportunity to grade any of the student's work. In this case, only grades from the previous school would be used.

C. Elementary teachers

1. Elementary teachers are responsible for the completion of their report cards in their entirety in a timely and professional manner.
2. It is expected that elementary teachers will distribute report cards on the district established dates. There are to be no exceptions.
3. Elementary teachers are to carefully consider all comments written on report cards as they become part of the students' permanent record.
4. For the 1st marking period elementary teachers will hand out 1st quarter report cards at the parent/teacher conference. Any report cards not distributed at the conferences will be held until the second Monday after the conference.

Summer 2013, 2014, 2021, 2023

School year: 03-04, 05-06, 07-08, 17-18

1. Determination thereof:
 - a. Student attaining an overall average of 93% and above will qualify for the High Honor Roll.
 - b. Students attaining an overall average of 85.0% - 92.9% will qualify for the Honor Roll.
 - c. No incompletes.
2. Computation:
 - a. Add all the 10 week grades a student received, divide the sum total by the number of subjects in which a student receives a grade – the quotient will be the 10 week average.
3. Recognition
 - a. Grades 7 - 12: The guidance office will be responsible for releasing the honor roll list to the local newspaper and for posting the list in the main hallway.
 - b. Grades 7-12 students will qualify for a High Honor Roll letter/pin if they have earned High Honor Roll status for the 1st, 2nd, and 3rd quarters. High Honor Roll letters/pins will be handed out at the Awards Banquet.

Reviewed and updated: School year 02-03, 03-04, 17-18
 Summer 2007, 2008, 2009, 2011, 2013, 2014

- A. Remediation
 - 1. Methods of Identification
 - a. Title I Reading
 - 1. Referral from classroom teacher using AIS form. The form must be completed in its entirety.
 - 2. Scores from
 - a. STAR
 - b. PAST assessment
 - c. OG assessments (K-2/3)
 - d. CORE assessment (3-6),
 - e. NYS ELA assessment (3-6)
 - f. PALS (K-2)
 - 3. Diagnostics testing by Title I teacher as needed
 - a. QRI
 - b. PALS/OG/CORE/PAST
 - c. Any other assessment that Title I teachers believe will provide added data.
 - b. Title I Math
 - 1. Referral from classroom teacher using AIS form. The form must be completed in its entirety.
 - 2. Scores from
 - a. STAR (K-6)
 - b. NYS Math assessment (3-6)
 - 3. Diagnostic testing by Title I teacher as needed.
 - c. AIS Grades 7-12
 - 1. Those who score below the designated performance level on State assessments in English language arts, mathematics, social studies, and science.
 - 2. Those at risk of not meeting State standards in English language arts, mathematics, social studies, science.
 - 3. Record of previous support services (Remedial and/or Special Education)
 - 2. Security
 - a. Locked files – All of the records dealing with students who are receiving remediation should be under lock and key in the individual teacher's room.
 - b. Folders – Everyone has individual folders for the students and accurate logs indicating the date and what was completed during remediation.
 - 3. Release from AIS Program
 - a. K-6
 - 1. NYS Math and ELA scores at level 3 or above.
 - 2. STAR scores meeting or exceeding benchmark. STAR – 15% or higher.
 - 3. Progress monitoring data that shows progress is being made and progress can continue in small group instruction in the general
 - 4. Demonstrates competency in the classroom.
 - b. 7-12
 - 1. NYS math, ELA, science and social studies assessments.
 - 2. Score on NYS Regents 65 or above.
 - 3. Demonstrate competency in the classroom.
 - 4. Approval from Teacher and Administration

5. The form that indicates the student no longer requires AIS services is completed and provided to the Director of Instructional Support Services.

B. CSE Referral Process

1. In order to ensure that all stakeholders in a student's education are aware of the progress or lack of progress that a student is exhibiting, it is crucial that all stakeholders follow the referral process.
 - a. If you suspect that a student is not making adequate progress in an area that is being monitored, the following must occur:
 1. All data that has been used to monitor the student (classroom data, AIS/RTI data) must be gathered and compiled.
 2. The Dir. of Instr. Support Services, general education teacher, AIS/RTI provider, school psychologist, and a special education teacher (depending on availability) will meet to review the information that has been compiled.
 3. If adequate progress has not been demonstrated, a referral form will be completed (by all of the student's providers) on behalf of the student to the CSE. All of the required documentation needs to be included in the referral packet in order to proceed. This includes teacher information (strategies used in the classroom, progress monitoring data, parent contact regarding inadequate progress), AIS/RTI information (progress monitoring data on the skill(s) for which the student is experiencing deficits) and any other pertinent information that will assist in the evaluation process.

Please note: A referral form may **only** be obtained in the CSE Office – this is to ensure that all of the proper documentation is completed that is required by New York State.

4. The Special Education Office will provide the parent(s)/guardians with the required documentation to proceed with the evaluation process.
- b. **Prior to discussing a possible referral with parents or having a parent place a referral to the CSE or having a doctor, the following is to occur:**
 1. Teachers are to notify the Director of Instructional Support Services that you are considering having a discussion with the parent(s)/guardians about their right to submit a referral to the CSE. This will assist in making sure that all stakeholders are aware and have the needed information to accurately discuss the concern(s) with the parent(s)/guardians.
 2. All data that has been used to monitor the student (classroom data, AIS/RTI data) must be gathered and compiled.
 3. The Director of Instructional Support Services, general education teacher, AIS/RTI provider, school psychologist, and a special education teacher (depending on availability) will meet to review the information that has been compiled.
 4. If adequate progress has not been demonstrated, a referral form will be completed (by all of the student's providers) on behalf of the student to the CSE. All of the required documentation needs to be included in the referral packet in order to proceed. This includes teacher information (strategies used in the classroom, parent contact regarding inadequate progress), AIS/RTI information (progress monitoring data on the skill(s) that the student is experiencing deficits in) and any other pertinent

information that will assist in the evaluation process.

5. The Special Education Office will provide the parent(s)/guardians with the required documentation to proceed with the evaluation process.
6. Evaluation by a multi-disciplinary team.
7. Committee on Special Education determination (as determined by the part 200 regulations)
8. Board of Education approval.

C. Special Education supports and services

1. Determined by CSE
2. Documented a student's Individual Education Plan (IEP)
 - a. IEP implemented by teachers and related service providers

D. Security

1. Information on individual students in locked CSE files.
2. Electronic access given to teachers and related service providers through IEP Direct (individual access codes)
3. Hard copies provided to all teachers K-6 and 7-12 upon request. All hard copies are collected annually and destroyed.

E. Release from Program

1. Declassification determined by testing and CSE recommendation.

Reviewed and updated: Summer, 2000, 2013, 2014, 2019, 2020, 2024
School year 00-01, 01-02, 02-03, 03-04, 07-08, 17-18

AIS
Title I
RTI
Special Education

1. Instruction will begin:
 - A. Elementary –
Special Education classes begin by the 1st full week of school.

Title I/RTI classes will begin by the 1st day of 2nd cycle of class.
 - B. Secondary - Built into student schedule
2. Instruction for Title I and/or Special Education students will continue through the last day of regular classes for each grade level. The only exception will be when Title I and/or Special Education Teachers are needed to:
 - A. Proctor Regents Exams.
 - B. Prepare IEP Documentation
 - C. Complete any testing of students.
3. Updated schedules will be provided quarterly to the Administration. The schedules will include:
 - A. List of student names and times (periods).

Laurens Central School has committed to quality writing for all students. As state tests evolve to include more writing and as every student is expected to express him/herself adequately in writing, Laurens teachers have agreed to place greater emphasis on writing and to improve the writing skills and abilities of each student.

The following guidelines have been accepted by Laurens Central School teachers and will be applied to all written material submitted by students in each class in grades 7-12.

- **Spelling**

Spelling will be checked throughout each assignment. Correct spelling will include “high frequency” words, “common” words, and words or vocabulary which are specific to a certain subject. These words will be identified by the individual teacher in each subject area.

- **Sentences**

Each teacher will concentrate on making sure that complete sentences are used in every written assignment. Exceptions to this policy may be made by the teacher for certain situations. Examples of these situations include multiple choice questions and questions in which the students are asked to *list*.

- **Punctuation and Capitalization**

Punctuation and capitalization will be closely monitored by each teacher.

- **Grading**

Spelling, complete sentences, punctuation, and capitalization will now make up **at least 10%** of the grade for every written assignment. This is a **minimum percentage**, and teachers may assign more value to this part of a grade, depending on the length and complexity of the assignment. This means, that regardless of how well or how completely you have answered a question, your spelling, sentence structure, capitalization, and punctuation will be considered before a grade is assigned.

*If you have any questions regarding this policy,
please ask one of your teachers.*

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 17-18

Although there are a number of acceptable styles for bibliographies, the following forms are used in the secondary English classes and given out by the librarians if students have questions. A bibliography should be alphabetized. Indent the second and third lines of entries.

JOURNAL ARTICLE

Al-Darmaki, F., & Kivlighan, D.M. (1993). Congruence in client-counselor expectations for relationship and the working alliance. Journal of Counseling Psychology, 40, 379-384. (Note that the volume number is underlined with the title of the journal. For a journal which paginates continuously the issue number is not used.)

JOURNAL ARTICLE FROM AN ONLINE SERVICE

Atkins, P. (1998). Awesome versus adipose: Who really works hardest to banish ignorance? Free Inquiry Retrieved July 1, 1998 from InfoTrac Web database (Expanded Academic ASAP) Item A20633108 on the World Wide Web: <http://infotrac.galegroup.com> (For a journal which paginates each issue separately, include the issue number. Note that an entry for an article retrieved online requires extra information such as vendor, the database and the article or item number.)

JOURNAL ARTICLE FROM A WEB SITE

Haskell, D.H. (2000, March). Building bridges between science and special education: Inclusion in the science classroom. Electronic Journal of Science Education, 4. Retrieved July 31, 2000 from the World Wide Web: <http://unr.edu/homepage/crowther/ejse/ejse4n3.html>

MAGAZINE ARTICLE

Bowen, E. (1987, August 17). Are students' heads full of emptiness? Two scholars have beach-time best sellers that blast U.S. education. Time, 130, 56-57.

MAGAZINE ARTICLE FROM AN ONLINE SERVICE

Budiansky, S. (1999, July). The truth about dogs. Atlantic Monthly, 284, 39+. Retrieved August 13, 1999 from InfoTrac Web database (Expanded Academic ASAP) from the World Wide Web: <http://infotrac.galegroup.com> (Include URL for the home page of the service.)

MAGAZINE ARTICLE FROM A WEB SITE

Budiansky, S. (1999, July). The truth about dogs. Atlantic Monthly, 284. Retrieved August 13, 1999 from the World Wide Web: <http://theAtlantic.com/issues/99jul/9907dogs.htm> (Include complete URL for the specific document.)

NEWSPAPER ARTICLE

David, J. (1997, June 23). Sweet music served in the summer air. Newsday, p. B7.

NEWSPAPER ARTICLE FROM AN ONLINE SERVICE

Harden, M. (1997, August 15). Controversy a mainstay: Manson strives for the offensive. Denver Post, p. B3. Retrieved July 2, 1998 from LEXIS-NEXIS database (Academic Universe) from the World Wide Web: <http://www.lexis-nexis.com/universe>

ERIC DOCUMENT (Unpublished Paper Presented at a Meeting)

Holsberry, C.W. (1980). Faulkner, Fitzgerald, and Pynchon: An archetypal approach to modernism and postmodernism in the secondary school curriculum. Paper presented at the combined annual meeting at the Secondary School English Conference and the Conference on English Education, Omaha, NE (ERIC Document Reproduction Service No. ED186913) (For ERIC documents, format the entry by type and add: "ERIC Document Reproduction Service No." and the accession number. Note: This format is applicable for ERIC documents only. Entries for journal articles which are indexed in ERIC, but the text of which are found elsewhere, do not require ERIC information.)

ENTRY IN AN ONLINE ENCYCLOPEDIA

Methadone. (2000). Encyclopedia Britannica. Britannica.com. Retrieved July 31, 2000 from the World Wide Web: <http://www.britannica.com/bcom/eb/article/3/0,5716,53633+1+52326,00.html>

BOOK THREE AUTHORS

Kramer, M.G., Leggett, G., & Mead, C.D. (1995). Prentice-Hall handbook for writers. (12th ed.). Englewood Cliffs, NJ: Prentice-Hall.

(Note that an ampersand, "&," is used for "and" in the list of authors. For a city which may be obscure, provide an abbreviation of the state or country.)

BOOK TWO AUTHORS

LI,X., & Crane, N.B. (1996). Electronic styles: a handbook for citing electronic information. (2nd ed.) Medford, NJ: Information Today.

BOOK CORPORATE AUTHOR

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

(When the author is the same as the publisher, do not repeat the name of the corporate author. Use the word "Author" instead.)

BOOK NO AUTHOR

Webster's third new international dictionary, unabridged: The great library of the English language. (1976). Springfield, MA: Merriam-Webster.

(When no author is listed, alphabetize by title. Disregard articles ("a," "an," "the") when alphabetizing.)

BOOK WITH SIGNED ARTICLES

Rachman, S.J. (1992). Behavior therapy. In L.R. Squire (Ed.), Encyclopedia of learning and memory (pp.82-84). New York: Macmillan Publishing Group.

(The editor's name is placed before the title of the collected work. when you have an author, the editor's name is not reversed -- initials are given before the last name.)

BOX (FULL TEXT) WORLD WIDE WEB

Ross, R.r., & Savada, A.M. (eds.) (1988). Sri Lanka: A country study. Washington DC: Library of Congress, Federal Research Division. Retrieved July 1, 1998 from the World Wide Web: <http://lcweb2.loc.gov/frd/cs/lktoc.html>

(Place (Ed.) or (Eds.) for Editor or Editors, after names if they are editors rather than authors.)

SIGNED WEB PAGE

Rollanson, C. (1998). Melville and Dorges: Queequeg and the jaguar. In A. Ruch, The Libyrrinth: The garden of forking paths. Retrieved July 2, 1998 from the World Wide Web:

<http://rpg.net/quail/libyrrinth/borges/borges.papers.rollanson.html>

UNSIGNED WEB PAGE

The grapefruit juice effect. (1997). PharmInfoNet!. Mediconsult.com. Retrieved July 31, 2000 from the World Wide Web: http://pharminfo.com/pubs/msb/gfj_effect.html

E-MAIL

Thompson, M. (personal communication, July 2, 1998).

NOTE: In an actual list of references, entries are arranged alphabetically by the first letter of the entry, whether author or title. When you have two entries by the same author, alphabetize them by title. Remember to disregard articles ("a," "an," "the") when alphabetizing.

LAURENS CENTRAL SCHOOL WRITING RUBRIC GRADES K-3

Criteria Standards	Purpose/Audience	Development of Content	Planning & Organization	Usage/Mechanics/Grammar Usage Spelling Punctuation Grammar Sentence Structure
4	Demonstrates a thorough understanding of the audience and task	Develops ideas fully through the use of support materials that is accurate and appropriate	Develops the assigned topic using an acceptable plan of organization.	Uses correct spelling, punctuation, grammar, and capitalization most of the time.
3	Demonstrates adequate understanding of audience and task	Ideas are developed with some information that is generally accurate and appropriate	Evidence of adequate planning and organization.	Uses correct spelling, punctuation, grammar and capitalization some of the time.
2	Demonstrates some understanding of audience and task	Minimal development of ideas evident. Information may be inaccurate or appropriate	Little evidence of planning and organization.	Rarely uses correct spelling, punctuation, grammar and capitalization.
1	Demonstrates (minimal) or no understanding of audience and task	Does not use support material in the development of ideas or uses inappropriate material	No apparent plan of organization.	Did not use correct spelling, punctuation, grammar and capitalization.

LAURENS CENTRAL SCHOOL WRITING RUBRIC GRADES 4-6

Criteria Standards	Purpose/Audience	Development of Content	Planning & Organization	Usage/Mechanics/Grammar Usage Spelling Punctuation Grammar Sentence Structure
4	Developed the task with a thorough or complete understanding of purpose and audience	Development of ideas fully through the use of support materials that are relevant and appropriate	Demonstrated a logical plan of organization and coherence in the development of ideas	Few or no errors in mechanics
3	Developed the task with an adequate understanding of purpose and audience	Demonstrates satisfactory development of ideas through the use of adequate support materials	Develops the task using an acceptable plan of organization	Makes errors in mechanics that do not interfere with communication
2	Developed the task with an adequate understanding of purpose and audience	Demonstrates weakness in the development of ideas with little use of support material , or with information that is incomplete, inaccurate or inappropriate	Attempts to develop the task but demonstrates weakness in organization and may include digressions	Makes errors that do interfere with the communication (contains distractions)
1	Developed the task with minimal understanding of purpose and audience	Does not use support material in the development of ideas or uses irrelevant material	Minimally addresses task but lacks a plan or organization	Makes errors that seriously interfere with communication

LAURENS CENTRAL SCHOOL WRITING RUBRIC GRADES 7-9

**L-THB #2024.2
PAGE 3 OF 4**

**GRADING/TESTING/EVALUATION
WRITING RUBRICS GRADES 7-9**

Criteria Standards	Purpose/Audience	Development of Content	Planning & Organization	Usage/Mechanics/Grammar Usage Spelling Punctuation Grammar Sentence Structure
4	Clearly establishes a purpose. Demonstrates thorough understanding of task and audience	Clearly states ideas and develops them in depth with accurate and relevant information	Exhibits a logical, coherent, unified plan which effectively conveys ideas. Transitions smoothly to connect ideas	Few if any errors relative to length and complexity of the piece
3	Establishes a purpose, demonstrates an awareness of audience and task	States ideas and develops them with some accurate and appropriate information	Exhibits some evidence of a plan, but may have minor lapses in logic or coherence. Transitions evident	Makes errors in usage/mechanics/grammar that do not interfere with communication.
2	Attempts to establish a purpose. Demonstrates some awareness of audience and task	Limited development of ideas. Information may be inaccurate or repetitious	Demonstrates some evidence of planning but organization is tentative and transitions are poor	Multiple errors and/or patterns of errors that interfere with communication
1	No clear purpose is evident. Minimal awareness of audience and task	Lacks evidence of idea development. Information is random, inappropriate, inaccurate or missing	Little or no evidence of planning is evident. Lacks focus and/or evidence of organization. No transitions	Errors are frequent and severe and seriously interfere with communication

LAURENS CENTRAL SCHOOL WRITING RUBRIC GRADES 10-12

L-THB #2024.2
PAGE 4 OF 4

GRADING/TESTING/EVALUATION
WRITING RUBRICS GRADES 10-12

Criteria Standards	Purpose/Audience	Development of Content	Planning & Organization	Usage/Mechanics/Grammar Usage Spelling Punctuation Grammar Sentence Structure
4	Clearly establishes a purpose. Demonstrates a thorough understanding of task and audience	Clearly states ideas and develops them in depth with accurate and relevant information	Exhibits a logical coherent, unified plan which effectively conveys ideas. Transitions smoothly to connect ideas	Few if any errors relative to length and complexity of piece
3	Establishes a purpose. Demonstrates satisfactory understanding of the task and audience	States ideas and develops them with some accurate and relevant information	Exhibits a plan which develops the idea, with minor lapses in logic or coherence. Transitions evident	Makes errors in usage/mechanics/grammar that do not interfere with communication
2	Attempts to establish a purpose. Demonstrates some awareness of task and audience	Ideas developed with information that may be incomplete, inaccurate or irrelevant	Demonstrates some evidence of planning but organization is tentative and transitions are poor	Multiple errors and/or patterns of errors that interfere with communication
1	No clear purpose is evident. Demonstrates minimal (no) understanding of task and audience	Lacks evidence of idea development. Information is random, inappropriate, inaccurate or missing	Little or no evidence of planning is evident. Lacks focus and/or evidence of organization. No transitions	Errors are frequent and severe and seriously interfere with communication

XXXII. Physical Education/Independent PE

1. All secondary school students shall participate in the physical education program either:
 - A. a minimum of three periods per calendar week during the one semester of each school year and two periods during the other semester; or
 - B. a comparable time each semester if the school is organized in other patterns, or
 - C. Independent PE: For pupils in grades 10 through 12 only, a comparable time each semester in extra class programs for those pupils who have demonstrated acceptable levels of physical skills, and knowledge of physical education activities, and who have a conflict with their schedule between a course required for graduation and a physical education class, Independent PE may be allowed. The student must obtain permission from the Guidance Office, Physical Education department and School Administration. The student must also have parental permission.
 - D. No elective courses will be taken that prevent a student from taking Physical Education unless the course is required for a sequence and/approved by the Guidance Office, Physical Education Teachers and school Administration
 - E. Refer to L-THB #2025.2 for Permission Form.
 - F. Refer to L-THB #2025.3 for Log Form.

**LAURENS CENTRAL SCHOOL
INDEPENDENT PE PERMISSION FORM**

Independent PE: For pupils in grades 10 through 12 only, a comparable time each semester in extra class programs for those pupils who have demonstrated acceptable levels of physical skills, and knowledge of physical education activities, and who have a conflict with their schedule between a course required for graduation and a physical education class, Independent PE may be allowed. The student must obtain permission from the Guidance Office, Physical Education department and School Administration. The student must also have parental permission.

No elective courses will be taken that prevent a student from taking Physical Education unless the course is required for a sequence and/approved by the Guidance Office, Physical Education Teachers and school Administration.

The Independent activity must be under the direction of a certified instructor in the activity. A log of including dates of involvement in the activity that is signed by the supervisor of the activity must be maintained and turned in to the Physical Education department quarterly. Student will receive a grade of pass/fail

NAME OF STUDENT: _____

SIGNATURE OF STUDENT: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____
(Signature indicates approval)

GUIDANCE OFFICE APPROVAL: _____ DATE: _____

PHYSICAL EDUCATION APPROVAL: _____ DATE: _____

ADMINISTRATIVE APPROVAL: _____ DATE: _____

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 03-04, 07-08, 17-18

PLACE: _____

SUPERVISOR: _____

CONTACT PHONE NUMBER:_____

DATE

ACTIVITY

SUPERVISOR SIGNATURE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PHYSICAL EDUCATION/SPORTS PE REQUIREMENTS AND FORM

- A. Sports PE: For students that are participating in a sport at Laurens Central School and have a scheduling conflict between an academic class and a P.E. class. A student may be allowed to waive their physical education requirement while participating on a sports team. A student must be in grades 10-12, participating on a Junior Varsity or Varsity sports team and have a scheduling conflict to waive their physical education requirement.
- B. The following sports will allow a waiver for certain quarters of the academic school year:

Soccer	1st quarter
Basketball	2nd & 3rd quarter
Color Guard	2nd & 3rd quarter
Softball/Baseball	4th quarter
Track	4th quarter

Students will be required to return to physical education when the quarter has ended. Arrangements will be made through the physical education department for students to add/delete physical education into their schedule. If a student does not finish the season they will be required to return to physical education immediately, regardless of the scheduling conflict.

SPORT/QUARTER: _____

- C. Student will receive a grade of pass/fail

PARENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

Reviewed and updated: Summer, 2000, 2013, 2014
School year 00-01, 01-02, 02-03, 03-04, 07-08, 17-18

All teachers are required to use the same heading on all of their assignments. This would eliminate the need to re-teach this annually, thereby saving time in the classroom, as well as developing a good strategy for students regarding the work they hand in.

1. All teachers are to require the same information and format for the heading. That information is provided below. NO exceptions. If you have been doing something different, please convert to this now.
2. Teachers have the liberty of granting extra credit for use of the proper heading or subtracting points from a paper if the proper heading is not used. This decision and/or the amount of points will be left up to the individual teacher.

FIRST AND LAST NAME

DATE

SUBJECT

ASSIGNMENT

PERIOD (grades 7-12 only)

Permanent Records for every student are maintained by the district. As stated, these records are permanent, therefore it is imperative that all state requirements for information to be kept is properly maintained. The district may choose to place additional information in the permanent record.

The purpose of the permanent record is to help provide all teachers with information as to the academic strengths and weaknesses of each child, and as well as other information pertinent to the overall education of each student. Permanent Records are kept in and/or maintained by the Guidance Office or the Record Storage Room.

K-6 Teachers will be allowed to sign out the District Selected Information portion of the folder at the beginning of the school year and will be required to return the information at the end of September. From October to May 1 elementary teachers needing to review the information may do so in the guidance office. Folders will be returned to elementary teachers on May 1st to allow for annual updates to be placed in the folder.

7-12 teachers needing to review the folder may do so in the Guidance Office. Teachers are reminded that all information in the folder is confidential.

Required Information:

Birth Certificate
Proof of Residency
Pupil Information Sheet
Registration Form
Family History Form
Legal Court Documents/Custody Papers
Documentation of Achievement Standardized Test Results
 Local Assessment Sheet (K-3 PALS/DOLCH/STAR Assessment Summary, 4-8 NYS
 Assessment Results)
 Test Record Sheet for Grades 3-12
 Grade Level Report Cards with Special Area Reports (Final Report Card, which contains
 information from all four quarters).

(After graduation New York State Record Retention Requirements will be maintained)

District Selected Information:

- Parent/Teacher conference notes, all parent notes/communications that are about long term issues. (Items the next teacher should know – not bus notes, for example).
- Writing Folders: Writing folders are kept with permanent records. At the end of 6th grade, writing folders are turned over to the 7th grade English teacher. The 7-12 grade English teachers are to select two (2) samples of written work to be placed in the folder annually. Prior to graduation the English department will select one (1) writing sample to be placed in the student's permanent record folder. The remaining writing samples will be returned to graduating students. Teachers at every grade level K-6, and all 7-12 English teachers are to select two (2) examples of written work annually to be placed in the writing folder. The writing samples should be examples that best display student ability (strengths/weaknesses) in the area of writing.
- Yearly Report Cards with special area reports, interim reports, kindergarten screening and other reports as appropriate.
Reviewed and updated: Summer 2011, 2013, 2014, 2016
School Year 17-18

- A. All students will attend all assembly programs unless specifically directed other-wise with the approval of the administration. When necessary, BOCES students may leave early or enter late. All faculty members will attend all assembly programs unless excused by the administration. Teachers are responsible for either the students they are responsible for at the time of the assembly or for their homeroom students. This will depend on how students are dismissed to the assembly.
- B. All assemblies will begin with the Pledge of Allegiance to the flag.
- C. For all assemblies, students will either report to homeroom and be dismissed from homeroom to the assembly or be dismissed directly from the class they are in at the time of the assembly. When a full assembly occurs, that is including all grades 7-12, the senior homeroom will go to the assembly first followed by the 11th, 10th, 9th, 8th & 7th.
- D. The following will serve as guidelines for all student presentations in the MPR, cafeteria and gymnasium. These guidelines have resulted from a number of observations made over the past years.
 - 1. Parents of students involved in presentations should be notified of the coming event at least 3 days in advance and extended the invitation to attend.
 - 2. An overview or general idea of what is to take place during the assembly should be presented by the teacher in charge.
 - 3. Teacher or administrator in charge should be prepared to announce the start and conclusion of the assembly so that the audience is aware.
 - 4. A public address system should be used by any narrator or announcer at all assemblies.
 - 5. Arrangements must be made with custodial personnel well ahead of time to prepare the facilities.
 - 6. Each teacher must educate their class prior to each assembly on proper behavior. (Hats removed, quiet while someone is speaking, keeping chairs still, no bathroom visits, except in extreme emergencies, attentive to the presentation, absolutely no booing or whistling, etc.)
- E. Students who may have to leave the assembly due to some personal emergency or illness are to be advised they may do so if absolutely essential.
- F. Students engaged in misconduct during an assembly will be reported to the administration in writing on a discipline form. If a student creates a serious distraction, s/he is to be removed from the assembly and accompanied to the office by the teacher directing his removal. Lack of attention, discourteous, distracting conduct by students during an assembly brings discredit on the whole school and student body in the presence of parents and guests who may be at the assembly as well as the performers and participants presenting the program.
- G. At the end of the period immediately preceding an assembly, all students not excused due to participation in the assembly program will report to their homerooms or regularly scheduled class as announced. Assembly participants will be announced in advance. The faculty advisor in charge of the assembly will e-mail or submit a list of participants to all staff members.

- A. The process of note taking (how to do it, format, etc.) should begin in 3rd grade and continue through grade 12.
- B. Emphasis should be placed on proper note taking format.
- C. Teachers should take into consideration the whiteboard, the overhead/LCD projector and the available technology in trying to develop this process.

Reviewed and updated: Summer, 2000, 2019
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

Discipline is the art of having and of maintaining a fitting amount of self-control in accordance with activities participated in and in keeping with the environment.

In thinking of discipline in reference to our classes, we have principles to keep in mind. The first principle is that we must keep a balance between extremes such as freedom and order, independence and conformity, self expression and inhibition. The second principle is that discipline should be regarded as a means and the end should be to secure higher behavior standards and consider equally the good of the group and the good of the individual. The third principle is that we must be fair and consistent in regard to student discipline. The fourth is that teachers are expected to be able to handle the majority of discipline problems within their classroom. A teacher cannot expect to develop/gain the respect of students if they cannot maintain control of the classroom.

To avoid disciplinary problems, the following techniques will prove to be of great aid:

- A. Teachers are expected to take action to resolve student misconduct before seeking any other methods.
- B. Start the year by explaining rules, demanding compliance, and then be consistent throughout the year. You CAN NOT start easy and then “get tough” later.
- C. Be reasonable in your demands on students, but insist upon compliance with your requests - a weak disciplinarian weakens the discipline and morale of the entire school.
- D. Support fellow teachers without questions when students are involved or are present. If you question a teacher’s action in a case, consult privately with that person or a member of the administration to straighten out the matter.
- E. Discipline students individually and privately (even quietly) for best results.
- F. Use praise whenever possible, especially where it is infrequently deserved. Lack of attention causes many discipline problems.
- G. Avoid having students stand or sit in the hall. Find another place, preferably supervised, for isolation if needed.
- H. Avoid sarcasm.
- I. If a teacher chooses to place a student in the hallway rather than sending the student to the main office, direct the student to stand quietly outside of the classroom door. Be sure to address the student as soon as the lesson allows.
- J. Prior to writing up a student on a Discipline Report, teachers are to contact parents. There is to be documentation of the phone call and its contents.
- K. Once a teacher has written up a student on a Discipline Report three (3) times, the teacher is required to contact the child’s parents to set up a parent/teacher conference. There is to be documentation of the phone call and its contents. An administrator may attend the p/t conference

Reviewed and updated:

Summer, 2000, 2004, 2007, 2019

School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

Laurens Central School Discipline Report Form

Student's Name _____

Grade _____ Classroom Teacher _____

Date of Infraction _____ Date Form Submitted _____

Person Submitting Form _____

Description of Event

(Use back if necessary)

People notified of infraction:

Parent _____ Aide _____ Teacher _____

Guidance Counselor _____ Director of ISS _____

Superintendent _____ Other _____

Date of meeting with the student: ____/____/____

Infraction _____ Class _____

Consequence Assigned _____

Comments

- A. Instruction in and health programs associated with the knowledge and awareness of aspects of drugs, alcohol, and smoking shall be an integral part of the elementary and secondary educational program. New York State courses of study shall form the core of such instruction under the direction of the elementary and secondary administration.
- B. Information received by any school employee about student or employee drug, alcohol, and smoking problems shall be presented to the administration.
- C. If a student is arrested for possession of drugs, alcohol, tobacco products, vaping devices and/or paraphernalia, e-cigarettes, and/or paraphernalia related to the use of, out of school Enforcement Areas as described in the “Code of Conduct” and all other aspects of student discipline as outlined in the “Code of Conduct” will be followed. The policy will allow the student to remain in school pending disposition of his case, unless school suspension is in order pursuant to §3214 of the New York State Education Law.
- D. A student found possessing, using, or selling drugs on school property is to be reported to the administration. The student will be reported to the proper civil authorities and parents will be notified. The Student Handbook “Code of Conduct” rules will be followed.
- E. Students who are readmitted to school may be restricted from certain scholastic and/or extracurricular activities until such time as the administration recommends to the contrary.
- F. Faculty members are to refer to the student, athletic, band, color guard, or extracurricular handbook for further details regarding drug-related procedures.

Reviewed and updated: Summer, 2000, 2004, 2019
School year 00-01, 01-02, 02-03, 04-05, 08-09, 09-10, 15-16, 19-20

STUDENTS
RE-ENTRY TO SCHOOL

L-THB #3005

- A. Students who have withdrawn (dropped from school), having had a problem conforming to the disciplinary Code of Conduct as outlined in the Student Handbook or students who have been assigned out-of-school suspensions, may be required to attend a conference with an administrator prior to re-entry.
- B. Students and parents may be required to complete a re-entry form.
- C. Conditional Re-entry Form

(Date)

I, _____, with the intention to remain a student in Laurens Central School, do agree to the following terms and conditions:

- a. to conduct myself in a cooperative, respectful manner in my relations with teachers, school personnel, and other students;
- b. to be present and on time for all school classes and school hour activities for which I am scheduled;
- c. to be a good school citizen (in every sense of the word) and to govern my behavior according to the school policies and rules and regulations as set forth in the Student Handbook.

In the event that my conduct (behavior) does not meet the standards as outlined above (any infraction), I understand that I will be subject to all rules and regulations of the Laurens Central School system, up to and including long term suspensions.

I will be responsible for making up all Laurens Central School and New York State academic requirements for graduation.

Parent's Signature _____

Student Signature _____

Address _____ Grade _____

Phone _____

Counselor's Signature

School Administrator _____
Signature Position

Reviewed and updated: Summer, 2000, 2004
School year 00-01, 01-02, 05-06, 08-09, 09-10, 15-16, 19-20

- A. Field trips should be considered an integral part of the instructional program or curriculum. Evidence should be presented that there is pre-planning and post-evaluation.
- B. Some items which should be taken into consideration when planning a field trip are as follows:
1. The field trip that is an integral part of the curriculum and/or instructional program should be planned so that no student will be excluded.
 2. All field trips should be adequately chaperoned. It is suggested that advisors should provide adult supervision in a ratio of no less than 1 adult to 15 students. This will vary depending on the type of trip, age of the students involved and kind of students participating. The number of chaperones needed should be by mutual agreement with the Superintendent.
 3. Whenever possible, field trips should be arranged so that they do not infringe upon the instructional time of other staff members. Departments, grade levels, and/or subject areas should confer prior to finalizing field trip times and dates. However, no field trip will take place without a minimum of 1 week of advanced notice. This is to provide faculty with enough time to make adjustments to lesson plans. (Exceptions will be allowed due to unexpected and/or weather related cancellations that cause a trip to be rescheduled within the same one week time frame.)
 4. Trips that are planned as enrichment or over and above the regular instructional program should, whenever possible, be scheduled outside of the regular school day.
 5. Money to cover costs which are going to be considered above a minimal amount, admissions, etc., should be budgeted in advance.
 6. Parental permission slips will be required from all pupils making the trip.
 7. All overnight field trips must be approved by the Board of Education before the trip may take place. This approval must be made at least 30 days before the trip.
 8. All Charter Bus trips need authorization from the Superintendent and final approval from the Head of Transportation. The Head of Transportation will make all arrangements. Teachers/Advisors are not to contact charter bus companies.
- C. It should be noted that the above items are suggested guidelines. Each field trip would be considered on its own merits. The responsibility of approving or disapproving field trips is delegated by the Board of Education to the administration except that prior approval of the Board of Education should be sought on trips of overnight or longer.

Adopted: 11/19/80

Reviewed and Readopted: 10/18/89

Reviewed and updated: Summer, 2000, 2019, 2020, 2024
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

A. Field Trip Permission Slips:

1. In the interest of standardization of forms and containing the necessary responsible information, forms 3006.2, 3006.3 and 3006.4 will be the official forms to be used by all faculty members who are taking field trips.
2. If an entire class is required to attend the field trip, then the students need to obtain a parental permission slip. They are not required to have the field trip notification slip signed by those teachers whose class they will be missing. Those teachers in charge of the trip must inform the other staff members.
3. If an extracurricular group wants to go on a field trip then they must have both forms signed. (Parental permission, teacher field trip notification form).
4. Elementary classes will use one field trip form, 3006.4, for the year.
5. How to use the forms:
 - a. Obtain all copies from the Main Office.
 - b. All forms must be completely filled in with all the correct, pertinent data requested before going home.
 - c. Have the students take them home for parent or guardian signature.
 - d. All forms must be returned to the teacher taking the students on the field trip.
 - e. If a student does not return a parent/guardian signature on a permission slip, then the student cannot go on the field trip. Teachers must notify the office of the names of the students not going and where they will be assigned for the duration of the field trip.
 - f. One day before the field trip:
 1. A copy of the completed permission slips must be submitted to the Main Office. These field trip permission slips are then filed in the field trip file in the Main Office.
 2. An alphabetized listing (last name first) of the students going on the field trip must be submitted to the school nurse for the purpose of pupil accountability.
 3. This listing must be done so that it can be duplicated and attached to the absence list for the day that the student will be out of class and on the field trip.
 - g. This procedure must be followed in our attempt to have proper pupil accountability; responsible parent/school relationships; and the necessary respect for educational commitment to preventive, protective student liability.
 - h. Field trip forms must be kept on file for one calendar year.

B. Extracurricular activities and field trips after May 1st of the school year

1. No field trips are to be taken after May 1st without prior approval of the Building Principal and/or Superintendent. (Applies to grades 7-12 only)
2. A **FIELD TRIP** is defined as a group of students (2 or more) participating in a teacher-planned activity (where the teacher has control of the date of the trip). A field trip takes place Monday - Friday from 8:00 AM – 3:00 PM.

3. All other activities that occur after 3:00 PM Monday through Friday and anytime on the weekends are defined as Extracurricular Activities and do not apply to the above May 1st deadline.
4. Students will be allowed to participate in activities after May 1st if the date is not controlled by the school; i.e., Law Day, Citizen Bee, Environthon.
5. Teachers who have control over the dates for field trips should work around those teachers who are locked in to dates.
6. Extracurricular groups will be allowed to miss a maximum of three (3) school days for trips annually.
7. Exceptions must be presented to the Building Principal for approval.
8. Any student who has been absent from school multiple times prior to a field trip (i.e. family vacations) may be denied participation. The teacher should consult with the Principal before making a final decision.
9. No field trips will occur without at least 1 week advanced notice to all classroom teachers.

Exceptions to extracurricular activities. NO events will be allowed on the Sunday before local exams begin or on the Sunday that falls during local and regents exams. Saturday events will be allowed during exams.

Reviewed and updated: Summer, 2000, 2019, 2023, 2024
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

Laurens Central School

P. O. Box 301

Laurens, New York 13796 • Telephone (607) 432-2050

Fax (607) 432-4388

William F. Dorritie
Superintendent

Parent Permission Slip for Field Trips Grades 7-12

Your child has an opportunity to participate in _____
(event, including location & emergency phone)

_____ on _____

Time of departure is _____. Time of return is _____.

Approximately _____ students will be participating and they will be chaperoned by _____
of the school's staff, plus _____ non-school personnel.

Transportation will be by _____ (Bus, private car)

In order for your child to participate, this form must be filled out completely and returned prior to the event. No student will be allowed to participate without a completed authorization form

To contact in case of emergency:	Name	Home Phone	Work Phone
Parent/Guardian:	_____	_____	_____
Parent/Guardian:	_____	_____	_____
Relative/Friend:	_____	_____	_____
Family Physician:	_____	Phone: _____	_____
Special medical conditions of your child:	_____		

Statement of Consent

I give _____ my consent to participate in this event. In doing so,
(student's full name)

I agree to the following:

1. In case of a medical emergency, I grant the chaperones the right to authorize medical care, if none of the persons named above can be reached.
2. I agree to pay the expense of returning my child home before termination of the event if he or she does not adhere to established standards of conduct.
3. The school is not responsible for damage or loss of property personally owned by my child.

(Signature of Parent/Guardian)

Date

(Relationship to Child)

Teacher/Student Field Trip Notification Form

Date: _____ Time Out: _____ Field Trip To: _____

Letter Day: _____ Time Back: _____ Teacher: _____

I am responsible to make up missed
Assignments on (Date) _____
From Period _____ to _____
Due to a Field Trip

Student Signature

Period 1 Assignments:

Teacher Signature

Period 2 Assignments:

Teacher Signature

Period 3 Assignments:

Teacher Signature

Period 4 Assignments:

Teacher Signature

Period 5 Assignments:

Teacher Signature

Period 6 Assignments:

Teacher Signature

Period 7 Assignments:

Teacher Signature

Period 8 Assignments:

Teacher Signature

Period 9 Assignments:

Teacher Signature

Laurens Central School

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Fax (607) 432-4388

William F. Dorritie
Superintendent

Parent Permission Slip for Field Trips Grades PreK-6

Throughout the school year, students at Laurens Central School will have the opportunity to participate in a variety of field trips/events. Field trips/events may include visits to locations in Laurens, such as the fire department or post office, or trips requiring school bus transportation. Trip/events are selected, organized and supervised by a student's classroom or special subject area teacher. (i.e. music, art, physical education). Specific information for field trip/events will be sent home with each student prior to the event.

In order for your child to participate, this form must be filled out completely and returned to your child's classroom teacher. No student will be allowed to participate without a completed permission form.

Statement of Consent

I give _____ my consent to participate in all field trips organized by
(student's full name)

his/her classroom or special area teacher for the _____ school year. In doing so, I agree to the following:

1. In case of a medical emergency, I grant the chaperones the right to authorize medical care, if none of the persons listed below can be reached.
2. I understand that my signature on this form grants permission for my child to participate in all field trips organized by my child's classroom/special area teacher for the _____ school year.
3. I agree to pay the expense of returning my child home before termination of the event if s/he does not adhere to Laurens Central School established standards of conduct.
4. I understand the school is not responsible for damage or loss of property personally owned by my child.
5. I understand that I may be responsible for additional fees associated with each trip.

Signature of Parent/Guardian_____
Date

TO CONTACT IN CASE OF EMERGENCY

	Name	Home Phone	Work Phone
Parent/Guardian:	_____	_____	_____
Parent/Guardian:	_____	_____	_____
Relative/Friend:	_____	_____	_____

Family Physician _____ Phone # _____

Special Medical Condition of your child: _____

GUIDELINES FOR SPECIAL BUS/FIELD TRIPS

- A. All requests for trips, both field trips and extracurricular trips, must be completed electronically through the “Easy Trip” online trip request program. (Destination, date of trip, teacher in charge, nature or purpose of trip, number transported, time leaving Laurens, time leaving destination, special arrangements).
- B. A separate request must be completed for each trip.
- C. The request for a bus should be made AT LEAST 2 or 3 weeks in advance of date the vehicle is to be used.
- D. It is imperative that the request be filled out completely and accurately since the information is necessary for completing State Education Department forms at close of the year.
- E. Regular bus conduct regulations apply. Bus driver is in authority on the bus, but chaperones will be responsible for the care and supervision of students.
- F. Meals should be provided for the driver by the group. Litter containers for disposal of refuse are also suggested.
- G. Immediately prior to departure, a finalized list of every student and adult present on the bus/school vehicle for the trip, **MUST** be turned into the main office. No bus is to leave the parking lot until copies of this list are turned in to the main office or slot in the red building and a copy is given to the bus driver. (See form L-THB #3006.6, to be used for this purpose)

REMINDERS:

- 1. If it is a trip during the school day and overlaps dismissal, make clear to bus pupils that they are responsible for their own transportation home from Laurens.
- 2. It is a custom of Laurens to include the driver in the events as far as practical.

Reviewed and updated: Summer, 2000, 2004, 2007, 2012, 2020
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

Below are steps to be completed when filling out a bus seating chart for all trips:

1. Bus seating charts are to be filled out every time a bus leaves our school for the purpose of transporting students and/or adults.
2. Bus seating charts are to be filled by the chaperone in charge of the trip or that person's designee (another chaperone). **AT NO TIME ARE STUDENTS TO FILL OUT THE FORM.**
3. When filling out a bus seating chart, the individual's first and last name must be included.
4. It is the head chaperone's responsibility to make sure the chart is filled out correctly and that students are to remain in the assigned seat.
5. A copy of the completed chart is given to the bus driver and the other is given to the main office. If the main office is closed, it is to be put in the slot in the door of the red barn.
6. On a return trip when a student has been released to their parent, draw a line through their name on the form. Do not scribble out their name. It needs to be legible.

The purpose of these forms is to provide much needed information to the police and/or insurance companies in the event of an accident. Yes, it does help the school in the event of vandalism or a problem on the bus. However, the main purpose is to be able to identify everyone on a bus, should an accident occur. First names or poorly filled out reports cannot provide the information needed.

Reviewed and Updated: Summer, 2012, 2020
School year, 15-16

Laurens Central School
Bus Form

The following information is to be completed with copies given to the bus driver, the main office, and one for the individual in charge of the trip before the bus leaves the school. If the Main office is not open, leave a copy in the slot in the red barn. Students name must be written next to the seat number below they are using for the trip. (If two in seat fill in window and aisle section, if three in a seat fill out window, middle and aisle.

Bus Seat	Student Window	Student Middle	Student Aisle	Student Aisle	Student Middle	Student Window	Bus Seat
21							22
19							20
17							18
15							16
13							14
11							12
9							10
7							8
5							6
3							4
1							2

School Counseling can be divided into three main domains which promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. These domains are: Academic, Career and Social/Emotional Development.

- Academic Development – programs to implement strategies and activities to support and maximize each student's ability to learn.
- Career Development – programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work.
- Social/Emotional Development – programs to help student manage emotions and learn and apply interpersonal skills.

GOALS

The objectives of school Counseling are stated in terms of behavior changes or outcomes that we would expect in the individuals served by the program. The students should develop:

1. A greater awareness of their abilities, aptitudes, interests, and attitudes.
2. A sense of values in line with those of society.
3. A greater awareness of the educational and career opportunities available to them.
4. An ability to choose career and educational opportunities that are in line with their interests and abilities and meet with success in these choices.
5. An ability to think independently and constructively.
6. A desirable social, civic, and vocational attitude.

The school counselor assists students to gain greater understanding of themselves through interests, aptitudes, educational achievements, problem solving, and through personal-social values.

Our guidance department assists individual students in designing their schedules; counsels with students and parents in courses to be pursued; and provides information regarding vocational careers, opportunities, and scholarships beyond high school.

The school guidance/counseling office is the place where students meet to visit with the counselor or have an opportunity to use the many different resources such as college catalogs, financial assistance information, job placement information, test prep materials and military services information. Aside from meeting with student, counselors conduct and participate in other activities in and out of school, such as workshops, in class presentations, conferences, field trips to colleges and, professional meetings, etc.

In cooperation with our school's professional personnel and parents, the school counselor meets with and is available to students as problems arise – with the view to improve the individual student's total school success.

Faculty members are to refer to the guidance handbook for any further guidance information.

Reviewed and updated: Summer, 2000, 2004
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

- A. The school campus will be closed during lunch time. No students will be allowed to leave the school building at lunch time.
- B. This change is due to two reasons:
 - 1. Consistent and repeated violations of the school lunch privilege rules by students.
 - 2. Liability issues placed upon the school regarding student safety.

Reviewed and updated: Summer, 2000, 2007, 2008, 2009
School year 00-01, 01-02, 04-05, 09-10, 15-16

- A. Homework should reinforce school learning through further practice or actual application of what has been learned at school. One important exception to this would be individual research and even with a project of this nature, some classroom groundwork should have been presented by the teacher. Homework generally should be an extension of the student's school day.
- B. When homework assignments are effectively carried out, the assignments should be evaluated and returned promptly.
- C. When time permits, it is wise to have assignments started during the last five or ten minutes of class so that assistance may be given if the assignment is not properly understood.
- D. In general, it is felt that twenty to thirty minutes of homework for each of the academic subjects each day is reasonable. The amount will depend upon the grade level, the Core subject area, and the time of the school year. (see chart under H)
- E. Homework should be planned and discussed with students to:
 - 1. Help them see how homework is related to class work;
 - 2. Develop assignments which have meaning;
 - 3. Make sure that the assignments, procedures for accomplishing them, and the due dates are clear;
 - 4. Ensure that the homework is challenging;
 - 5. Develop an understanding of the way in which homework will be evaluated and the weight this evaluation will carry in the total assessment of student learning;
 - 6. Ensure that the amount of homework is appropriate to students' needs and abilities and that the total homework load from all the students' teachers is a reasonable one.
- F. Homework assignments should be varied. They can be written, for study, project or other activity-type assignment, or a combination of activities.
- G. Homework Guides for Teachers
 - 1. Homework assignments should be purposeful, within the capabilities of the students, explicit and challenging. Students and parents, as well as teachers, need to be able to recognize assignments as being a valuable extension of the educational process. For example, assignments should reinforce material covered during the previous lesson or prepare students for upcoming lessons. Homework is to be designed so that reading, writing, and application of knowledge is required. For example, daily written assignments should reinforce, add to, or extend lessons previously taught, or offer students a means to review material for upcoming lessons, activities, tests, or quizzes. Homework should require the application of higher thinking skills, and application of skills and material already introduced. Fill-in-the-blank exercises, in which students are expected to locate facts from text rather than building connections to previous material, are to be avoided.
 - 2. When developing class homework policies teachers need to consider that many students do not come from homes where homework is valued or supported, and do not have a suitable place to complete their work. Given these concerns, teachers need to make every effort to design homework that is fairly prescribed and thoughtfully prepared, and not given only as a means of obtaining grades.

3. If the assignments require reference to resource materials, the teacher should ascertain that the materials are readily available.
 4. Time guides as developed should not preclude long range assignments which teach students to budget their time over a period of several days, a week or longer duration. These long range assignments of work are highly desirable.
 5. Consideration should be given to students who may not have adequate time for homework preparation due to religious observation, illness, or ability levels.
- H. 1. Grades K-6. Teachers shall adhere to the following guidelines:
- a. Time:
Grade K: No homework
Grade 1 & 2: 10-20 minutes of homework per night (maximum)
Grade 3: 30 minutes of homework per night (maximum)
Grade 4: 30-40 minutes of homework per night (maximum)
Grade 5: 40-50 minutes of homework per night (maximum)
Grade 6: 50-60 minutes of homework per night (maximum)
 - b. Typically, homework will not be given more than 4 nights per week.
 - c. Late homework:
 1. Teachers will accept late homework.
 2. Penalties will be assessed for late homework.
 3. The range of time in which late homework will be accepted will be determined by the teacher.
 4. No more than 50 points will be deducted as a penalty for any late assignment.
 5. Assignments not turned in will receive a grade of zero.
2. Grades 7-8: Teachers shall adhere to the following guidelines:
- a. Time: Refer to “D” on page one of this section.
 - b. Typically, homework will not be given more than 4 times per week.
 - c. Late homework:
 1. All teachers will accept two late homework assignments per quarter without consequence or loss of points. The assignment must be turned in on the next class meeting date.
 2. After the two allowed late assignments without consequence, teachers may establish their own classroom policies for accepting late homework.
3. Grades 9-12: Teachers shall adhere to the following guidelines:
- a. Time: Refer to “D” above.
 - b. Teachers will determine the number of assignments per week.
 - c. Homework policies: Teachers will establish their own policies in regard to accepting late homework.

I. The following heading shall be required on all homework assignments:

FIRST AND LAST NAME	DATE
SUBJECT	ASSIGNMENT
PERIOD (grades 7-12 only)	

The Laurens Board of Education recognizes that regular attendance is a prerequisite for satisfactory academic performance and that the school should be a setting where the student learns reliable attendance.

With the desire to instill in students the need for regular attendance in order to perform successfully in the classroom and in society, the Laurens Board of Education has adopted an attendance requirement for grade promotion and course credit. A MINIMUM OF 90% ATTENDANCE IS REQUIRED FOR ALL STUDENTS TO RECEIVE A GRADE LEVEL PROMOTION OR COURSE CREDIT.

A. Objectives

The objectives of the Comprehensive Attendance Policy are:

1. To ensure that the Laurens Central School District can maintain adequate attendance records on each of its compulsory school age pupils in accordance with Education Law Section 3205;
2. To accurately track the attendance, absence, tardiness and early departure of students to and from the school;
3. To ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards;
4. To track student location for safety reasons and to account to parents regarding the location of children during school hours.
5. To develop early intervention strategies in an effort to identify attendance patterns in order to design attendance improvements effort and to prevent school drop-outs.

B. Definitions

Whenever used with the Comprehensive Attendance Policy, the following terms shall mean:

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absent: The pupil is not present for the entire period of the pupil's scheduled instruction.
3. Tardy: The pupil arrives later than the starting time of the pupil's scheduled instruction.
4. Early Departure: The pupil leaves prior to the end of the pupil's schedule instruction.
5. Excused: Any absence, tardiness, or early departure for which the pupil has a valid school approved excuse. Such excused non-appearance shall include: personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, approved college visits, military obligations, absences approved in advance by the Principal, and other reasons as may be approved by the Commissioner of Education.
6. Unexcused: Absences not included above are interpreted under the law as unexcused. Unexcused absence occurs when a pupil is absent with knowledge and consent, stated

or implied, or his/her parents, for other than legal reasons. Such excuses as the following fall under this heading: “visiting,” “away,” “shopping,” “needed at home,” “babysitting,” “working,” “no shoes,” “haircut,” “overslept,” “job interview,” (unless appointment card is presented), “car problems,” etc. A child who fails to attend school, unknown to the parents, for other than a lawful reason is truant.

7. Truant - Truancy is absence or other leave from school without parental permission.

C. Coding System

The following coding system shall be used to indicate the nature and reason for a pupil’s missing all or part of scheduled instruction in the SchoolTool Attendance System.

*The attendance officer will keep track of times of student arrival or departure.

1. Secondary Teachers

AE = absence excused	AU = absence unexcused
AM = absent medical	
EL = late excused	UL = late unexcused
EN = excused early by nurse	LE = left early
A5 = Arrived after 8:10 AM	
FT = field trip	
CA = court appointment	

2. Elementary

AE = absence excused	AU = absence unexcused
AM = absent medical	
EL = late excused	UL = late unexcused
EN = excused early by nurse	LE = left early
A5 = Arrived after 8:10 AM	
FT = field trip	
CA = court appointment	

D. Strategies and Incentives

In order to encourage student attendance, the following strategies and incentives shall apply:

1. Minimum Attendance for Course Credit or Grade Level Promotion.

A minimum of 90% attendance is required for all students to receive a grade level promotion or course credit.

- a. Grades K-6. Based on 180 days of school, the K-6 student may not be absent more than a total of 18 days during the school year, which includes all absences, excused and unexcused.
- b. Grades 7-12. A 7-12 student may not be absent from a year-long course more than a total of 18 days (excused and unexcused), and from a quarter course more than a

total of 5 days (excused and unexcused) and from a semester course more than a total of 9 days(excused and unexcused). If a class meets 3 days per cycle, the total absences allowed will be 9. If a class meets 2 days per cycle, the total number of absences allowed will be 5. To be given credit for attendance, a student must attend at least 30 minutes of the class.

- c. Any student who is absent five consecutive days or more due to illness must submit a physician's note explaining the absence; if the note is not submitted within five school days of the student's return, the absent days will be assessed as unexcused against the student.
- d. Students receiving instruction at home or in a hospital due to illness, suspension or out of district placement are considered to be present for instruction. No student shall be accounted for as absent on a day when he/she is entitled to home or hospital instruction and the district fails to provide instructors. Upon request, hospitalized students shall be afforded make up opportunities for classes missed due to a lack of vitality to receive instruction, as certified to by a physician.
- e. Any student who has an unexcused absence from school and thereby misses a quiz, exam or homework assignment will be assigned a zero for that test, quiz or assignment and the student may be denied the opportunity to make up the missed quiz, exam or homework.
- f. Where a teacher includes classroom participation in a class grade, a student who has an unexcused absence can also be given a zero for classroom participation on the day he/she is absent.
- g. Students of compulsory attendance age suspended from school instruction may not be marked as absent unless they fail to attend scheduled alternative education on that day.
- h. Students over the compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative education shall count as an absence.

E. Procedure for Notification

- 1. In checking student absence, (on a daily basis) a telephone call will be placed to the parent/guardian of the absent student.
- 2. If a student is absent, it saves time if the parent/guardian notifies the school nurse via telephone that the student is absent and states the reason for the absence.
- 3. Attendance Letters informing and recording poor attendance practices upon the part of the student will be mailed to the person in parental relationship.
 - a. Notification will be sent after 5, 10, and 15 days of absence from school or class. Additional letters may be sent at the discretion of the administration/attendance officer.

4. A parental conference is strongly recommended after a parent has received an Attendance Letter.
5. If a student exceeds the number of allowable absences, a hearing between the district and the parent/guardian may immediately follow. A determination will be based upon the presentations at the hearing.

F. Disciplinary Procedures

The pupil may be subject to disciplinary procedures for unexcused absence, tardiness, or early departure, including verbal and written warnings, detentions, in-school suspensions, OS suspensions and loss of extra-curricular privileges, as described in the Code of Conduct.

G. Incentives

District teachers shall work with the Building Principal and Attendance Supervision Officer to create and implement classroom based incentive programs for excellent attendance, including but not limited to extra credit and additional privileges.

H. Intervention Strategy Development

The Building Principal shall meet each marking period with the Attendance Supervision Officer and other administrators and teachers as the Principal determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods. Where the Principal determines that existing intervention policies or practices are insufficient, the Principal shall notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.

I. Counseling

The District shall provide consistent counseling to students with chronic attendance problems.

J. Attendance Supervision Officer

The board shall designate the Building Principal as the Attendance Supervision Officer. The Attendance Supervision Officer is responsible for maintaining and reviewing pupil attendance records, and for initiating appropriate action to address unexcused pupil absence, tardiness, early departure, and excessive absence consistent with the Comprehensive Attendance Policy.

The Board of Education will annually review attendance data included in the annual School Report Card. The Board designates the principal frequently, and at least quarterly, review pupil attendance records to identify problems and trends related to unexcused absences, tardiness and early departures.

Adopted: 11/14/90

Reviewed and Revised: April 2007

Reviewed and re-approved: 7/22/2020

Revised and re-approved: 10/18/2023

Reviewed and Revised:

April 2007, 2019

Summer 2020, 2023

School year 19-20, 23-24

The importance of punctual and regular attendance for every student cannot be too greatly emphasized. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, student interaction, and participation in well-planned instructional activity. A good attendance record has a direct effect on grades and is an important part of a recommendation to another school or to an employer. Parents and students should be aware of legal classification of excuses.

I. ATTENDANCE RULES AND REGULATIONS

A. Absence from School

1. Excused absence from school (as defined by New York State) includes only the following reasons:

- a. Personal illness
- b. Death in family
- c. Illness in the family
- d. Medical appointments
- e. Dental appointments
- f. Impassable roads
- g. Weather
- h. Religious observance
- i. Required to be in court
- j. Quarantine
- k. Attendance at health clinics
- l. Approved college visits
- m. Military obligations
- n. Cooperative Work Programs
- o. Emergency situation - covers unexpected events which keep a student from school attendance. Such cases will be considered individually by the superintendent.

2. The following are not considered excused absences for New York State:

- a. Visiting
- b. Away
- c. Hair Cut
- d. Obtain learner's permit (a road test IS a legal excuse from school)
- e. Overslept
- f. Babysitting
- g. Needed at Home
- h. Hunting
- i. Trip with or without parents - recreational purposes
Because vacation periods are provided within the school calendar, trips taken at other times during the school year will be considered unexcused absences and will be subject to penalties enforced when a student is truant, unless the trip is approved by the Superintendent of Schools or his/her designee.
- j. Truancy -Truancy is absence or other leave from school without parental permission.

B. Absence from Class

Students will not be counted absent from a class for music lessons, pre-scheduled counseling appointments, school sponsored field trips and extra-curricular activities.

C. Procedures when Absent

1. **Notifying School** - Any time a student will be absent from school, that absence should be reported to the school by 9 a.m. It is the responsibility of the parent/guardian to see that correct home and work telephone numbers are available.
2. **Written Excuse** - All excuses for absences must be written by parents or legal guardians stating the reason for absence and must be signed by them. Excuses shall be kept on file by the School Nurse. Students are not authorized to write or sign excuses even with the parent's knowledge or consent. Any necessary exception to this rule must be approved by the Administration.
3. **Return of Excuse - Time Period** - If the excuse is not brought in within five school days following the absence, the absence will be considered unexcused.
4. **Make-up Work - Excused Absence** - When a student has an excused absence from class or school, a student is allowed two days make-up time for every day legally absent. There is a maximum time of two weeks immediately following the excused absence for the work to be made up. Students are responsible for material covered during that particular absence.

Make-up Work - Unexcused Absence - When a student is truant or has an unexcused absence on the day of a written or oral assignment that is to be graded (i.e., examinations, tests, quizzes, or speeches, etc.), the student will receive a "0" for the day's activity. This grade will be averaged in when computing the final grade for that particular grading period and the student will not be provided the opportunity to make up the work.

5. Procedure for Notification

- a. Attendance letters informing and recording poor attendance practices upon the part of the student will be mailed to the person in parental relationship.
 - (1) Notification will be sent after 5, 10, and 15 days absent from school or class. Additional letters may be sent at the discretion of the administration/attendance officer.
- b. A parental conference is strongly recommended after a parent has received an Attendance Letter.

- D. Release time of Students: Written requests from the parent/guardian for the release of students generally will be honored. It is expected that early release times will be allowed according to the list of legal excuses designated above. The appropriate time and reason for absence shall be recorded on the attendance record, using the procedures mandated by the state.
- The Building Principal shall assume this responsibility or shall designate an individual to review and approve all requests
- E. The register of attendance as maintained by the Attendance Officer shall set forth at least the following for each pupil
- (1) name;
 - (2) date of birth;
 - (3) full name of parent(s) or person(s) in parental relation;
 - (4) address where pupil resides;
 - (5) phone number(s) where the parent(s) or person(s) in parental relation may be contacted.
 - (6) date of the pupil's enrollment;
 - (7) a record of the pupil's attendance on each day of scheduled instruction.
- Commencing July 1, 2003, attendance shall be taken and recorded in accordance with the following:
- (a) for pupils in non-departmentalized kindergarten through grade six - such pupil's presence or absence shall be recorded after taking of attendance once per school day, provided that if pupils in such schools are dismissed from school grounds during a lunch period, each such pupil's presence or absence shall also be recorded after the taking of attendance a second time upon the pupil's return from the lunch period each school day;
 - (b) for pupils in grades seven through twelve or in departmentalized schools at any grade level, each such pupil's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where such pupils do not change classrooms for each period of scheduled instruction attendance shall be taken in accordance with subparagraph (a) of this paragraph;
- F. Enforcement of Policy #7110
- The administration will determine the status of a student in a course. If it is ascertained that a student has not complied with this regulation (that is, exceeded the provision of Policy #7110), the student may be withdrawn from the course or remain in the course on an auditing status.

Adopted: 11/14/90
Reviewed and Revised: April 2007
Reviewed and re-approved: 7/22/2020
Revised and re-approved: 10/18/2023

Effective: 11/19/81
Reviewed & Revised: 1/25/91
Reviewed & Revised: Summer 2020, 2023

STUDENT ORIENTATION TO SUBJECT

- A. Teachers must make every effort possible to orient the students to their particular style of teaching. It is imperative that teachers cover the following material within the first few days of class:
1. List the course objectives.
 2. Describe the activities used to accomplish these objectives. A detailed discussion of your method of teaching and how you perceive which activities (i.e., homework, projects, tests, quizzes, oral participation, etc.) fit into your course.
 3. Describe your method of evaluation and grading policy, so that the student can plan accordingly.
 4. Describe your overall expectation of the students.
 5. All teachers are to put this information in writing to hand out to students during the first week of class.
 6. It is recommended that teachers require students to keep this information in their class notebook.

Reviewed and updated: Summer, 2000, 2008, 2020
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

All safety concerns are to be directed to either the administration or the Safety Committee.

The Safety Committee meets on the first Friday of the month from October to June.

Committee membership generally consists of: Superintendent, Building Principal, Head Bus Driver, Director of Facilities, District Treasurer, District Clerk, Representative from the LTA, Representative from the CSEA, School Nurse, Representative from ONC BOCES Safety Risk Management Office.

Reviewed and updated: Summer, 2000, 2019
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

STUDENTS
SCHEDULE CHANGE FORM

L-THB #3013

Schedule changes will be made the first 5 days of school ONLY. A Schedule Change Form will be completed by the School Counselor. It must be signed by the receiving teacher and the deleting teacher. It must also be signed by the student and in most cases by the parent. It is then returned to the Guidance Office. Until the change of schedule form has been completed, the student must attend ALL classes according to the original schedule. An absence will be dealt with as truancy. Final decisions on schedule changes will be made by the School Counselor and Administration.

LAURENS CENTRAL SCHOOL

GUIDANCE

Student's Name _____ Grade _____ Date _____

SCHEDULE CHANGE

Period	From	Teacher Initial	Period	To	Teacher Initial

Student's Signature _____

Parent's Signature _____

Please return to the Guidance Office as soon as possible.

Reviewed and updated: Summer, 2000
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

These files may be reviewed by students and/or parents. Teachers or a member of the Administration must be present.

A. Cumulative Guidance Folders

1. The purpose of the cumulative folders housed in the guidance office is to keep a current picture of the individual student showing his/her development through the educational system. Folders for grades K-12 are maintained here.
2. These folders will contain report cards, reading profiles, standardized test results (PALS first and last test reports, Dolch, STAR growth reports, progress/interim reports, CSE referrals, NYS testing), AIS/RTI sheets, important parent communications, retention letters and transcripts.
3. All teachers, grades K-6 and all secondary English teachers will select two writing samples from each student that best reflects the student's growth and/or writing ability from the year. These selections will be placed in the student's permanent record and will be given to the student at graduation.
4. These folders will have no functional purpose if they are not used at intervals to examine the rate of educational and social development.
5. All teachers, therefore, are encouraged to examine these folders from time to time. This will give the teacher a better idea of the capabilities and limitations of his or her students so that (s)he can plan program accordingly.
6. It is the responsibility of all elementary teachers to pick up and return guidance folders at the beginning of the school year. This process will be followed at the end of the school year.
7. Teachers should seek out previous teachers, the Elementary Counselor, Title I and Special Education staff regarding questions about a students permanent records.

B. Transcripts

1. A transcript is maintained in the guidance office for each child in grades 9-12 showing the subjects (s)he has taken and the grades (s)he has received.
2. Transcripts may be studied by requesting them at the guidance office.
3. Original transcripts may not be taken from the guidance office. Copies may be provided to teachers as needed.

C. Discipline File

1. This particular file contains all information regarding a student's behavior/discipline reports (i.e., detention slips, discipline forms, bullying forms, letters to parents, etc.)
2. This file is available for teacher perusal, but must be left in the Main Office.

D. Attendance

1. All student attendance is maintained by the attendance officer.
2. All student attendance information (i.e., excuses for absence) is kept on file by the attendance officer.

STUDENT TARDINESS TO HOMEROOM AND CLASS

- A. At the beginning of the school year, the administration strongly encourages the staff to emphasize to the students the importance of being on time for homeroom and class.
- B. All students must be in their flex time classroom by 8:05 AM. No student is to be elsewhere in the building for any purpose.
 - 1. It is very important that we have an accurate accounting of those students that are present and those that are absent.
 - 2. Therefore, it is imperative that the teacher handles the attendance procedures. No student is to take attendance.
 - 3. Teachers are to report attendance via the SchoolTool system. Elementary teachers are to report attendance once daily by 8:15 am. Secondary Teachers are to report attendance each period.
 - 4. It is also important that students hear the announcements and that other homeroom business gets done.
 - 5. All students must stay in flex time, unless they have a pass.
 - 6. Students are to remain in their seats.
- C. Students late to school will be given detentions, as determined by the Discipline Code.
- D. Students late to class will be so noted and a discipline report will be filed by the teacher.

Teachers are to:

- 1. Keep the student in class.
- 2. If they have a pass from a staff member other than the receptionist, they are not to be marked late.
- 3. If they have a pass from the receptionist, they are to be marked late.
- 4. Teachers may need to correct their attendance. Do this as soon as possible after the student arrives.

Reviewed and updated: Summer, 2000, 2004, 2007, 2008, 2024
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

- A. In as far as possible, textbooks not in use are stored on shelving in the classroom and/or book storage area - using locked spaces as much as possible. Each teacher using textbooks will keep a textbook inventory sheet, in duplicate, with one copy filed in the Main Office and one in the teacher's possession. Office copies will be returned to teachers in September and June, together with a note of any disagreement with office records. They should be corrected, or new ones made out, and returned to the office.
- B. In issuing textbooks:
1. See that stamp or printed statement is in place on the inner cardboard cover.
 2. The teacher must write, in ink, the condition of each book and the name of pupil to whom issued on the stamped area.
 3. All textbooks must be numbered. Record textbooks number opposite student's name in your class register, and be sure same text is returned at the end of the year. Textbook logs may be used.
 4. Teachers are to require student signature on form 3017.5 acknowledging condition of book, book number and receipt of book.
- C. Teachers should periodically inspect books for damages and to make sure students have the texts that were assigned to them.
- D. At the end of the year or term (if a half-year course):
1. Check and enter the condition of each book.
 2. Check individual book numbers against your record.
 3. If any book is lost or shows evidence of misuse, make a fair assessment.
 4. If textbooks or supplementary materials are still missing at the end of the course, teachers are to fill out a student obligation form and turn it in to the guidance office.
 5. Check books for quantity and condition very carefully and report on inventory forms to the office. Any changes in inventory should be noted on these forms, with explanation. Store carefully on shelves or cartons in the classroom for the summer.
- E. Teachers are not to discard texts without permission. To obtain permission, the Board of Education must approve a teacher-submitted list of books.
- F. Every student is to be provided with a textbook(s) for course work. All academic courses are to provide textbooks. Damage beyond normal use is the fault of the student. Assessments for damage will be reported to the guidance office as a student obligation. (Refer to the Student Obligation Policy L-THB #2005.)
- G. If a properly assigned textbook is not returned, or is so damaged that it is unusable, the following replacement charges will be assessed:
- | | |
|----------------------|-------------------------------|
| 1 year old or less - | total value or original price |
| 2-5 years - | 75% of original price |
| 5 or more years - | 50% of original price |

Reviewed and updated: Summer, 2000, 2004
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

A. Responsibility for Selection

The Board of Education has the legal responsibility for the selection and adoption of textbooks. The selection process is delegated to the administrative staff and adoption will be made upon recommendation of the Superintendent.

B. Objectives of Selection

Textbooks will be selected on the basis of recommendations from teachers and administration. The primary consideration should be that they are current and meet the needs of the curriculum and students of the Laurens Central School system. Textbooks are required reading and the selection committee should take into consideration their appropriateness for grade, age, and class.

C. Basic Textbook Selection Policy

Basic textbook adoptions will be made in the Laurens Central School District under the following policy: The Laurens Central School District will maintain a list of textbooks officially adopted by the Board of Education. The adopted lists will be periodically reviewed and updated and will be used by building administration and building staff to guide acquisitions in each curriculum area.

1. Elementary textbooks will be reviewed, selected, and recommended for adoption by officially designed curriculum or textbook selection committees which will work under the supervision of the Superintendent. This committee will be appointed by the Superintendent and generally will consist of representatives of:
 - the teaching staff of the elementary school
 - ad hoc representatives from reading, library, art and other departments as needed.
2. Secondary basic textbooks will be reviewed, selected, and recommended by departmental textbook selection committees working under the supervision of the Superintendent. These departmental committees will be officially designated by the Superintendent. In order to secure K-12 continuity, departmental committees may include staff representation from the elementary school as deemed appropriate by the Superintendent.

D. Censorship

Opinions about the appropriateness of textbooks may exist. Concerns about the selection of textbooks may be regarded in the following manner.

1. Citizens of the school district may register their criticism with the Superintendent directed to the Board of Education.
2. All criticism must be presented in writing on the form CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK, which is obtainable at the school office. The statement must include specific information as to title, author, publisher, page number of each item to which objection is made.
3. The statement must be signed and identification given which will allow proper reply to be made.
4. The Board of Education may appoint a committee of school personnel to reevaluate the materials in question and to make recommendations concerning it.

CITIZENS REQUEST FOR RECONSIDERATION OF A BOOK

Author_____

Title_____

Publisher (if known)_____

Signature of person initiating request_____

Telephone_____Address_____

Complainant represents: himself_____

 name of organization_____

 identify other group_____

1. To what in the book do you object?_____

(please be specific; list pages, etc.)

2. What do you feel might be the result of reading this book?_____

3. For what age group would you recommend this book?_____

4. Is there anything good about this book?_____

5. Did you read the entire book?_____ What parts: _____

6. Are you aware of the judgment of this book by literary critics?_____

7. What do you believe is the theme of this book?_____

8. What would you like the school to do about this book?

 Do not assign it to my child._____

 Withdraw it from all students as well as from my child_____

 Send it back to the English Department Office and School

 Library for re-evaluation_____

9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?_____

TEXTBOOK – SELECTION PROCESS

Teacher_____

Department_____

Subject_____

Grade Level_____

Textbooks Being considered:

Name of Textbook	Price	Author	Publisher	Date of Edition
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____

Rate each category from 1-5:

1 - Outstanding

2 - Good

3 - Fair

4 - Poor

5 - Not acceptable

	Textbook #1	#2	#3	#4
Appropriate for age level being considered	_____	_____	_____	_____
Appropriate for ability level	_____	_____	_____	_____
Appropriate for reading level	_____	_____	_____	_____
Corresponds to NYS Standards	_____	_____	_____	_____
Current Information/stories	_____	_____	_____	_____
Understandable Pictures & Diagrams Used	_____	_____	_____	_____
Interesting Eye Appeal	_____	_____	_____	_____
Readable print	_____	_____	_____	_____
Well organized format	_____	_____	_____	_____
Teacher Edition	_____	_____	_____	_____
Supplementary Materials	_____	_____	_____	_____
Total	_____	_____	_____	_____

TEXTBOOK – MATERIALS TO BE ORDERED

Indicate number of materials that need to be ordered:

Indicate what materials should be ordered:

Number of texts _____ Price_____ Total_____

Teacher's Annotated Edition _____ Price_____ Total_____

Teacher's Guide _____ Price_____ Total_____

Workbooks to accompany text _____ Price_____ Total_____

Tests to accompany text _____ Price_____ Total_____

Kits to accompany text _____ Price_____ Total_____

Other _____ Price_____ Total_____

Comments:

TEXTBOOK INVENTORY FORM

SCHOOL YEAR 20__ 20__

TEACHER

SUBJECT AND GRADE

ROOM #

STUDENTS

TEXTBOOK – INVENTORY FORM

L-THB #3016.5

[illegible]

As a matter of school regulations, any student who wishes to withdraw from school must adhere to the following procedure: (All NYS educational requirements must be previously met).

- A. A phone call must be placed to the parent or guardian for further confirmation regarding the student's intention to withdraw.
- B. The student must return any books, supplies or equipment belonging to the class or school and satisfying all monetary obligations. If a student has obligations, please contact the Building Principal immediately.
- C. Elementary Teachers - After the student has left Laurens Central School, his/her updated permanent file must be returned to the Guidance Office immediately.
- D. Daily Absentee List - All withdrawing students are posted via the SchoolTool System.
- E. Secondary Students
 - 1. Refer to B.
 - 2. If a student leaves without following B, teachers are to report immediately any obligations to the Main Office.
 - 3. The Building Principal will clean out the locker and the Guidance Office will distribute the books back to the teachers.

Reviewed and updated: Summer, 2000, 2007, 2022, 2023
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

SUBJECT WITHDRAWAL PROCEDURE

- A. A student may not drop out of a class after the fifth (5th) day after the class has begun, unless the student is found to be academically unable to perform at a passing level. Academically unable shall be measured by the student's past record of achievement. The School Counselor and Principal shall determine the level of achievement in consultation with the teacher.
- B. If a determination is made at this level of discussion that the student should withdraw from the course, then the student must obtain a "Schedule Change Form" from the guidance office.
- C. Further discussion regarding withdrawing from the course with the teacher involved, Building Principal, and School Counselor and obtaining the teacher's and Building Principal's approval in writing on the "Schedule Change Form" (reverse side).
- D. The School Counselor will discuss with the parent or guardian and recommend the best possible type of action in view of the student's individual education plan, if the parent so desires.
- E. The student should then discuss withdrawing from the course with his/her parents or guardian and obtain their signature of approval on the "Schedule Change Form" if such action is deemed necessary.
- F. A student's schedule will not be changed, nor the student be able to withdraw from the course until the "Schedule Change Form" is returned, signed by the parent or guardian.

Until the change of schedule form has been completed, and signed as outlined above, the student must attend all classes according to his original schedule. Absence will be dealt with as truancy.

Reviewed and updated:

Summer, 2000, 2004

School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

STUDENTS**L-THB #3019****SUPERVISION – STUDENTS AFTER SCHOOL**

- A. Advisors and coaches are responsible for all students in their programs from the beginning of the activity until the activity is over and all students have left. Students waiting for an activity to begin must wait in an area designated by their coach or advisor.
- B. Students are not allowed to play in the gym or cafeteria areas without proper supervision.

Reviewed and updated: Summer, 2000
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

GRADUATION – PARTICIPATION IN THE CEREMONIES

- A. In order for a student to participate in graduation activities and/or ceremonies, the student must have:
1. Satisfactorily completed (having passed and earned credit for) all courses of study leading to a diploma (BOE Policy 8200).
 2. Satisfactorily completed (having passed) all test requirements.
 3. Satisfactorily completed an individual education plan in effect during the school year in which a certificate (CDOS or Skills and Achievement Credential) is awarded and has attended school at least thirteen years, where appropriate. (BOE Policy 8490)
 4. Satisfactorily completed a state approved Alternate High School Program.
 - a. A student completing an alternative program may participate in the graduation program, if it is his regular graduation class. A student cannot participate in a ceremony if it is before his regular graduating class.
 5. Satisfactorily completed both a TASC with or without Career/Technical Education (CTE) program offered through BOCES or Job Corps. If a student starts a CTE program in the fall and passes the TASC before the completion of the school year, he is required to complete the CTE program in order to participate in the graduation ceremony.
 - a. A student completing a TASC or CTE program may participate in the graduation program, if it is his/her regular graduation class. A student cannot participate in a ceremony if it is before his/her regular graduating class.
- B. Participation in senior activities will be allowed for students enrolled in Alternative and TASC Programs if it is the students regular senior class and he/she has participated in class money-raising activities.
- C. Participation in extra-curricular activities is allowed for students enrolled in Alternative and TASC Programs. The student must follow all the rules outlined in the student and other handbooks.

Reviewed and updated: Summer, 2000, 2020
School year 00-01, 01-02, 03-04, 04-05, 08-09, 09-10, 15-16

RELEASING STUDENTS FROM SCHOOL

- A. When the parent or guardian requests that a child be allowed to leave school, approval may be granted for legal reasons or at the administration's discretion. This request should be in writing.
- B. No child may be released to anyone other than a parent or guardian, unless written permission has been given by the parent/guardian and the note has been verified by the nurse, main office receptionist or administration. The nurse, main office, receptionist and or administration may also contact a parent via phone to confirm/allow such a release. Documentation of the call is made.
- C. Students must sign out at the receptionist desk.

Receptionist Desk can be located:

- a. Main Office
- b. Main door off parking lot

Reviewed and updated: Summer, 2000, 2007
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16
Summer 2017

Reviewed and updated: School year 09-10, 15-16
Summer 2016, 2020

PROCEDURE FOR DROPPING OFF OR PICKING UP STUDENTS

Between the hours of 8:00 – 8:05 am and 2:50 -3:00 pm, parents who are dropping their child off at school, or personally picking them up at the end of the day may use the doors leading directly to the main parking lot.

Morning Arrival:

1. Any student arriving after 8:05 is considered late and must sign in at either the main office or the receptionist desk at the side door.
2. Parents are to be encouraged to use the side door entrance from 8:00 – 8:05 am and from 2:50 – 3:00 pm. After 8:30 am the doors will be locked and entry to the building will be through the front doors by the main office only until 2:50 pm.

Afternoon Dismissal:

1. The main doors to the parking lot will be unlocked at 2:50 pm. Parents who are personally picking up their children are to be encouraged to use these doors.
2. Parents are to wait at the receptionist desk unless directed otherwise by the receptionist.

Reviewed and updated: Summer, 2000, 2004, 2009, 2020
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

The work experience program is available to students to help establish them in an occupational area. Many desirable working habits and educational benefits are possible through gainful employment. Students may request a “Release for Work” for the end of the school day only and must meet ALL of the following criteria:

1. Be enrolled as a senior or 18 years of age. Possible exception might be given to an individual at least 16 years of age who has an excellent opportunity for work experience that might lead to a lifetime occupational goal.
2. Be enrolled in school and following a program that will lead to graduation.
3. Be employed on a job approved by the school and properly vouched for by the employer in writing. This will require the students to provide the guidance office with either a copy of their work schedule that is authorized by employer, or pay stub every two weeks.
4. Secure parental permission and signature on the proper form.
5. Find it necessary to leave school before the end of school to travel to the place of employment by a specified time.
6. Perform in all areas of employment in a satisfactory manner.
7. Perform in all areas of school work and citizenship in a satisfactory manner.
8. Obtain working papers when necessary.
9. Notify school of any employment change immediately.
10. Notify school of any hourly work change that would affect dismissal time.
11. Any exceptions to this policy must be placed in writing and submitted to the Administration for approval.
12. Complete and follow the attached “Student Contract: Release for Work,” prior to starting work release schedule.

Alternative Scheduling for Seniors
1a. Release for Work

Student Contract: Release for Work

Name: _____

Age: _____

Date: _____

Date of Birth: _____

Grade Level: _____

Place of Employment: _____

Address _____

Phone Number _____

Approximate number of hours of work per week: _____

Approximate work time schedule: _____

Student will be dismissed from LCS by: _____

*Exceptions are with written teacher permission only.

I, _____, am applying for a "Release for Work," alternative scheduling for the _____ school year. I understand that this arrangement will continue as long as: (1) I am employed by the employer listed above, (2) follow the daily time schedule indicated on this form, (3) follow all requirements of the "Release for Work" program as outlined in the guidance handbook.

Signature: _____ Date: _____

Parent Signature*: _____ Date: _____

*Parent Signature indicates approval for this Release for Work

*Parent Signature acknowledges that the parent will be responsible for all transportation to work from school and from work, and to any and all school functions. The signature also indicates that the parent is fully responsible for the child's safety and that they will not hold LCS responsible for any type of accidents, vehicular or personal, that their child may sustain while being transported as a result of this work release agreement.

_____ Proof of insurance provided.

Reviewed and updated: School year 03-04, 04-05, 08-09, 09-10, 15-16

The Laurens Central School District will work to adjust the academic schedule for seniors to:

1. try to offer required 12th grade courses in the afternoon (courses required for graduation)
2. allow seniors to take college courses here or at local colleges in the morning.

Students applying for “Release for College Courses” must meet all of the following requirements:

1. Be enrolled as a senior.
2. Be on schedule regarding required courses for a June graduation during the year of release.
3. Provide guidance office with college schedule and proof of course admittance.
4. Secure parental permission and signature on proper form.
5. Provide own transportation.
6. Payment for all college courses will be the responsibility of the student.
7. Perform in all areas of schoolwork and citizenship in a satisfactory manner.
8. Notify school of any change in college course schedule immediately.
9. Any exceptions to this policy must be placed in writing and submitted to the Administration for approval.
10. Complete and follow the attached “Student Contract: Release for College Courses,” prior to starting college course release schedule.

Reviewed and updated: School year 03-04, 04-05, 08-09, 09-10, 15-16

2a. Release for College Courses
Student Contract: Release for College Courses

Name: _____

Age: _____

Date: _____

Date of Birth: _____

Grade level: _____

College Attending: _____

Address: _____

Course(s) Name: _____

Course #: _____

Credit Hours: _____

Daily time schedule for course(s): (please describe) (i.e. Eng. Comp. (101) MWF 8:00 a.m. – 10:00 a.m.)

Student must arrive at LCS by: _____

(Students arriving prior to this time must report to the high school library. Exceptions with written teacher permission only.)

I, _____, am applying for a “Release for College Courses,” alternative scheduling for the _____ school year. I understand that this arrangement will continue as long as I (1) am enrolled in a college course at a local college, (2) follow the daily time schedule indicated on this form, (3) follow all requirements of the “Release for College Course” program as outlined in the guidance handbook.

Signature: _____ Date: _____

Parent Signature*: _____ Date: _____

*Parent signature indicates approval for this “Release for College Courses.”

*Parent signature acknowledges that the parent will be responsible for all transportation to college classes from school and from college classes, and to any and all school functions. The signature also indicates that the parent is fully responsible for the child’s safety and that they will not hold LCS responsible for any type of accidents, vehicular or personal, that their child may sustain while being transported as a result of this college course release agreement.)

_____ Proof of insurance provided.

Reviewed and updated: _____ School year 03-04, 04-05, 08-09, 09-10, 15-16

NOON HOUR/LUNCH SCHEDULE**A. Elementary Lunch Schedule (Times are approximate and subject to change.)**

PreK – 12:25 – 12:45

Kindergarten – 12:15 - 12:35

First Grade- 11:35 – 11:55

Second Grade- 11:45 – 12:05

Third Grade- 11:55 – 12:15

Fourth Grade- 12:00 – 12:20

Fifth Grade- 11:40 – 12:00

Sixth Grade- 12:10 – 12:30

Elementary students will have a 20 minute recess immediately before or following their lunch.

B. High School Lunch Schedule:

Grades 7-12 have lunch from 11:04 to 11:34

All students are to remain in their classes until the time designated.

Reviewed and updated: Summer, 2000, 2004, 2007, 2008, 2019, Annually
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

Grades K-6

In general, children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. A small number of children, however, may benefit from staying another year in the same grade. Such retention may be considered when:

1. The child is achieving significantly below ability and grade level.
2. Retention would not cause an undue social and emotional adjustment.
3. Retention would have a reasonable chance of benefiting the child totally.

Whenever such retention is being considered, but no later than the end of the first semester, the teacher shall confer with the Superintendent and other staff members involved with the child, such as the child's special teachers, counselor and supportive services. The parents shall be invited to a meeting with the teacher, and other staff members (as needed), no later than the February conference day for discussion of the matter.

This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group and his or her own individual ability. Goals and objectives will be set for developmental progress and gain. This process will be monitored according to the Administrative Procedure established for this policy.

Please inform the School Counselor and Superintendent of the meetings held with parents regarding retention.

Junior High School (Grades 7 & 8)

1. Students who fail 2 or more major subjects must repeat the grade.
2. Students who fail 1 major and 2 or more minors must repeat the grade.

Major subjects: English, Social Studies, Mathematics, Science

Minor subjects: Foreign Language, Health, Family & Consumer Science, Technology, Art, Music, Physical Education, Business Courses.

3. Students who fail one (1) major and one (1) minor or just one (1) major will be promoted to the next grade if the following conditions are met:
 - a) The student will be required to take AIS. (major subject areas only)
 - b) The student must have received a grade of 60 or better in the major class.
4. Students who fail one major course with a grade below 60 must repeat the class, but will be promoted.
5. Students who fail two (2) or more minor classes but no majors will be promoted but must retake the classes if the grade was lower than 60.

Grade 9

Students who have failed English and/or Social Studies and have not earned four (4) credits will be retained.

High School

In High School, students shall have completed the following number of credits for placement at the grade levels given:

Sophomore:	(Gr. 10)	Pupil must have a total of at least 4 units, two of which MUST be English and Social Studies.
Junior:	(Gr. 11)	Pupil must have a total of at least 9 units, two of which MUST be English 9 and 10, and two units of Social Studies 9 and 10.
Senior:	(Gr. 12)	Pupil must have a total of at least 13 units, three of which MUST be English 9, 10, 11 and three units of Social Studies 9, 10, and 11 carrying enough units to be a potential graduate.

Adopted: 3/18/81

Reviewed and Readopted: 9/20/88

Reviewed and Readopted: 2/16/00

Revised and Adopted: 7/22/2020

- A. In order to create a better understanding of the reasons for the student retention, to eliminate any surprises on the part of the parent(s), and to try and create/maintain a good relationship between the school and home regarding retention, a definite procedure must be established and maintained. As with all procedures, they must be fair, just, and consistent. However, because of the sensitivity of this procedure, we (the educational institution) are attempting to give parents full maximum benefit. With the demand of accountability placed by the public (parents), results of: (1) the school's standardized testing program, (2) student daily classroom work (whether or not the student is working at grade level), (3) daily student performance (academic, emotional, social) retention of certain students are essential factors in the process of deciding on retention.
1. There can be no last minute decisions regarding the retaining of a child.
 2. All students failing, or potential failures, must go through the outlined procedure which follows.
 3. If the outlined process that follows is adhered to, the Superintendent, Building Principal, and Director of Instructional Support Services will support the final recommendation. However, the Superintendent, Building Principal, and Director of Instructional Support Services must be kept informed in every step (of individual cases) as the process develops, thereby attempting to prevent any problems that may occur.
 4. Only one retention of a student is recommended in Grades K-6. Students who would be retained due to above reasons and have previously been retained will be PLACED in the next grade level (not promoted). A record of the reasons will be put on the report card and in the student's folder.
- B. The Process
1. The key to the success of this procedure is the communication that must occur with the parents (phone, written reports, parent conferences, etc.). All of these must be fully documented. That is, there should be something in the student's folder - a photo copy, an indication and notes of where the teacher talked on the phone, what was discussed, or during a parent conference when you met, what you discussed, etc. It must be evident in the student's folder and available to the Superintendent and yourself for discussion by the end of first semester.
 2. No later than the February conference day, a teacher should have a pretty good idea of who is a potential failure and parent conferences should be held immediately. By the third reporting date, there should be another parent conference. Weekly reports documenting student progress should be going home at this time. Copies should be kept in the student's folder.
 3. At the third reporting period, the student's work is reviewed as to any progress or if things are deteriorating.
 4. There should be another parent conference occurring sometime between the third conference and May 10th. Again, this should be documented via notes written by the teacher and placed in the student's files.
 5. There should be a fourth parent conference at the end of May indicating a finalization of the process.

A. Elementary Teachers

1. All teachers will submit a list to the Elementary School Counselor regarding students being promoted or retained.
2. The promotion list shall include the following information about students:
 - a. high, middle & low ability
 - b. special needs
 - c. students who should be separated or kept together
 - d. any other pertinent information
3. The Building Principal, Elementary School Counselor, Chairperson for the Committee on Special Education, and teachers, if determined as necessary, will review the information and develop class lists for the upcoming school year.
4. This process will be completed by the first week of June the current year.
5. These lists will then be collated, reviewed, typed and returned to the respective elementary teachers. This listing will serve as the Elementary Teacher's Class List for the coming year. No changes can be made in these lists without the approval of the Building Principal.
6. If it is determined, in consultation with the administration and school counselor that a student not be retained due to a parent's request, that student may be placed in the next grade level. However, a form that can be obtained from the guidance office should be sent to the parent. This form states the teacher's reasons for wanting to retain a child. It would further state that at the request of the parent, the child is not being retained but placed in the next grade level. However, if the succeeding year's teacher also recommends retention, the district's position is that the child will be retained. This form should be sent via certified mail, return receipt requested, and signed by the parent. The signed copy should be placed in the child's folder. Failure of a parent to sign this form does not mean that the above rules will not be followed.

Reviewed and updated: Summer, 2000, 2004, 2020, 2024
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

Laurens Central School

“A Community Center”

P. O. Box 301 - 55 Main Street
Laurens, New York 13796 • Telephone (607) 432-2050
Fax (607) 432-4388

Ross Gardner
Elementary School Counselor

Laurens Central School District Student Placement Letter

Date

Dear Parents:

The purpose of this letter is to provide you with information concerning your child's placement for the _____ - _____ school year.

Although your child, _____, did not meet all the requirements for _____ grade, retention is not warranted at this time. Instead of being promoted to _____ grade, your child will be placed in _____ grade for the _____ - _____ school year. This means that if your child does not display sufficient progress during the _____ - _____ school year to warrant promotion to the succeeding grade level, the school district position will be to retain the child.

Please sign below and return.

Sincerely,

William F. Dorritie
Superintendent

Teacher's Signature

Date

Parent/Guardian Signature

Date

Laurens Central School

“A Community Center”

P. O. Box 301 - 55 Main Street

Laurens, New York 13796 • Telephone (607) 432-2050

Fax (607) 432-4388

Ross Gardner

Elementary School Counselor

Retention Recommendation Letter

Dear _____

As discussed in our earlier conversations, your child, _____,

has been recommended for retention in the _____ grade for the _____ school year.

This recommendation is based on the following reasons:

Please sign and date this letter and return it to me by _____ to confirm that you have discussed retention with me and understand that this serves as my official recommendation.

Thank you for your assistance with this matter.

Sincerely,

Parent/Guardian Signature _____ Date _____

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Ross Gardner

Elementary School Counselor

Parent Response Letter to Child Placement

From discussions with my child's teacher, I understand that it is the recommendation that my child, _____, be retained in the _____ grade for the _____ school year. However, I am requesting that he/she be placed in _____ grade for the _____ school year.

I also understand that if _____ does not display sufficient progress during the _____ school year to warrant promotion to the succeeding grade level, the school district position will be to retain the child.

Parent/Guardian Signature

Date

A. Students are expected to pay the following fees:

1. Elementary -

- a. Weekly Reader/Scholastic News- if the class participates in ordering a subscription (per student), the cost will be borne by equal division among all students of the same class.
- b. Any other inordinate expenses such as admission costs for field trips and student projects:

2. Secondary -

- a. Technology: Students may be required to pay for materials used.
- b. Family and Consumer Science/Food Science: Each student may be responsible to purchase project materials that he/she uses.
- c. Additional review books, workbooks, and newsletters may be required for some courses.
- d. Field Trips: Students may be responsible for all or part of the cost of a field trip.
- e. Music: Students may be responsible for cost of reeds and rentals.
- f. Regents classes: Review books
- g. Fees as required for BOCES Programs (specific supplies and materials, and uniforms as required for each course).

Reviewed and updated: Summer, 2000, 2004
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16, 19-20

- A. It is school district procedure that for courses using workbooks to accompany the regular class text, the district may purchase the workbook. (Due to annual cost, students may be required to purchase their own workbooks.)
1. These items will be considered consumable.
 2. New workbooks will be purchased annually for student use.

Reviewed and updated: Summer, 2000
School year 00-01, 01-02, 04-05, 08-09, 09-10, 15-16

- A. During class periods a student may leave a classroom only if he/she is given a validated pass by the regular classroom teacher.
- B. Passes must be completely filled out in every instance and signed by the dismissing teacher.
- C. When a student leaves a classroom to report to another room, he/she must go directly to that room.
- D. It is necessary for the receiving teacher to sign the pass when the student returns.
- E. The student will not be readmitted unless his pass is signed.
- F. In order for a student to leave your room to go to another teacher, they must have a pre-signed pass. Pre-signed passes are regular passes that will be honored only if the teacher to whom the student is to report has signed it in advance asking that the student be allowed to leave his/her assigned location to come to that teacher's location.
- G. Should a teacher need passes, please pick them up personally, instead of sending a student.
- H. Make sure that students are signing out and in, stipulating the time in each case when leaving (to the lavatory and locker). Only one student at a time is allowed to leave your room. All sign in and out sheets must be retained by the teacher/aide. These forms may be picked up in the main office.
- I. Passes to the guidance office, library, Testing Center and/or computer room can only be issued if pre-signed by an academic area teacher. (i.e., if a student requests a pass to the computer room, a computer teacher should already have given the student a pass)
- J. If a student does not have a pass they are to be sent back to the classroom they left to obtain one.

TEACHER NAME _____

[illegible]

IN SCHOOL SUSPENSION RULES

- A. In most cases, students assigned to “in-school” suspension will be assigned on the day following the incident that caused the suspension, or as soon as possible. If a student is absent on any of the day(s) they are assigned “in-school” suspension, they must still have to make up the time they are assigned “in-school” suspension before they will be allowed to return to class.
1. A student on “in-school” suspension must report to the Suspension Room at 8:10 AM on day(s) of suspension.
 2. The room in which “in-school” suspension will be held will be designated by the Building Principal.
 3. Students who are assigned “in-school” suspension must obey the following rules (in addition to all regular rules and regulations of Laurens Central School) when in attendance at “in-school” suspension. If these rules and regulations are violated, further disciplinary action will be administered.
- B. Behavior
1. No talking. A student will be allowed to do school work during an in-school suspension.
 2. If a student is truant from any “in-school” suspension periods, further disciplinary action will be taken.
 3. Lunch will be eaten in the in-school suspension room or in a designated area. Time to be determined by the in-school suspension supervisor.
 4. Students will not deface the room or the equipment while serving suspension. This will be treated as vandalism.
 5. Any student on a suspension will not be permitted to participate in any extra-curricular activities for the day(s) of assigned suspension. This includes athletic activities. School concerts are required for grading purposes for Elementary and High School band and chorus, so attendance is permitted for participants only.
 6. Students will be responsible for the work missed by not being in class.
 7. If a major test is given on the day of the in-school suspension, the supervisor will administer it and return it to the classroom teacher.
 8. Students will not be used for help in the office, running errands, etc., while serving an in-school suspension.
 9. Students will not be allowed to play games or use electronic devices of any sort unless the device is needed for the completion of school work.
 10. Violation of these rules and regulations can result in further suspension time and/or other disciplinary action.

ELIGIBILITY FOR MEMBERSHIP TO NATIONAL SR. & JR. HONOR SOCIETY

- A. Eligibility for membership to the National Senior and Junior Honor Society will be established by computing the cumulative average of all students. In addition to the first two quarters of the present school year, cumulative average will include:
1. For Junior Honor Society the cumulative average of grades 7-9 will be used. Minimum Cumulative GPA of 85%.
 2. For Senior Honor Society the cumulative average of grades 9-12 will be used. Minimum Cumulative GPA of 90%.
- B. After it has been determined that a student has met the academic eligibility requirement for membership in the National Honor Society then the process as outlined in L-THB #3028.1 will be followed.

Taken from Chapter Bylaws of the Laurens Central School Chapter of the National Honor Society

ARTICLE V. SELECTION OF MEMBERS

- Section 1. The selection of members to this chapter shall be by a majority vote of the faculty council, which consists of five faculty members appointed by the principal. The chapter advisor shall be the sixth, nonvoting, ex officio member of the faculty council.
- Section 2. The selection of active members shall be held once a year by the end of the second month of the school year.
- Section 3. Prior to the final selection, the following shall occur:
- a. Students' academic records shall be reviewed to determine scholastic eligibility.
 - b. All students who are eligible scholastically (i.e., candidates) shall be notified and asked to complete and submit the candidate information form for further consideration.
 - c. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input form provided by the chapter advisor
 - d. The faculty council shall review the candidate information forms, faculty input, and other relevant information to determine those who fully meet the selection criteria for membership. Applicants will be scheduled for an interview with the faculty council, building principal and chapter advisor.
- Section 4. Candidates become members when inducted at a special ceremony.
- Section 5. An active member of the National Honor Society who transfers from this school will be given an official letter indicating the status of their membership.
- Section 6. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The faculty council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain their membership.

- A. Academically qualifying students will be invited to complete a letter of interest.
- B. National Senior and Junior Honor Society Rating Sheet

The four qualifications for membership in the National Senior and Junior Honor Society are: Scholarship, Character, Leadership, and Service.

- C. Faculty members will be invited to comment on the candidates in terms of the qualifications listed in (B).

Faculty Input Form

NHS Selection for (insert year)

The following students have been identified as candidates for selection to our chapter of the Honor Society. Candidacy begins by meeting our scholarship criterion of minimum cumulative GPA of 90% which has been met by these students. Each candidate will submit to the faculty council a candidate information form and will participate in an interview, but additional information is being requested from the entire staff to assist in this important selection process. Every staff member is being asked to review, sign, and return this form.

Please carefully review the list of candidates. For each of the three criteria, please use a rating scale provided (1 to 4, where 1 = low/poor, 2 = below average, 3 = good, and 4 = high/outstanding) to evaluate any student with whom you have had professional interaction (e.g. as a teacher, advisor, coach). Should your rating be poor or below average for any candidate (either a score of 1 or 2), it is necessary for you to provide an additional comment that speaks to the professional rationale for this low rating or examples of the poor performance that led to this rating. Please consider these ratings seriously as you would any grade entered into your grading system.

Please sign the bottom of the form. In the event you have had no professional interaction with any of these students, please attest to that fact by checking the box at the bottom, signing the form, and returning it.

All forms should be returned to the chapter adviser by the deadline given. Your cooperation in this important selection process is greatly appreciated.

Candidate's Name	Leadership	Service	Character	Comments (use reverse side if needed)
1.				
2.				
3.				
4.				
5.				

_____ I certify that my ratings and comments are sound and based on professional interaction with the candidates.

_____ I certify that I have had no professional interaction with the above-named candidates or choose not to participate in the evaluation process for this year.

Signature

Date

D. Consider the following criteria in making the evaluations:

Scholarship

The phrase “cumulative GPA” refers to the total academic performance as demonstrated by the grades received by the student while in attendance starting in the first semester of the freshman year. The minimum cumulative GPA allowable to apply for membership is 90%.

Leadership

The leadership criterion can be met in terms of number of offices a student has held in school or community organizations or outside elected positions. This includes positions of responsibility within the classroom as well as in other activities offered on campus, such as athletic team captains, section leaders in band and chorus, and committee chairs in student groups. Leadership roles in both the school and community may be considered, provided they can be verified.

A student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises positive influence on peers in upholding school ideals and spirit
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Inspires positive behavior in others
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability
- Is a leader in the classroom, at work, or in other school or community activities
- Is dependable in any responsibility accepted
- Demonstrates academic initiative

Service

Service is generally considered to be those actions undertaken by the student that are done with or on behalf of others without any direct financial or material compensation. In considering service, the contributions each candidate has made to school and community will be considered.

The student who serves:

- Volunteers and provides dependable and well-organized assistance, and is willing to make sacrifices to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Enthusiastically renders any requested service to the school
- Is willing to represent the class or school in interclass and interscholastic competition
- Does committee and staff work without complaint
- Participates in some activity outside of school, for example, Girl Scouts; Boy Scouts; religious groups; volunteer services for the elderly, poor, or disadvantaged.
- Mentors in the community or students at other schools
- Shows courtesy by assisting visitors, teachers, and students

Character

The positive as well as the negative aspects of each candidate’s character will be considered and will be free of speculation, rumor, or hearsay.

National Honor Society is a member of the Character Counts!™ Coalition and recommends the multifaceted definition of character known as the Six Pillars of Character.

A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship. A candidate will be able to demonstrate an outstanding record of conduct and behavior with regard to school and community rules, guidelines, and policies, or be able to demonstrate sufficient growth and improvement to compensate for previous inadequacies. A proper regard for adolescent growth and behavior improvement is essential.

The student of character:

- Consistently exemplifies positive and desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Cooperates by complying with all school policies and regulations and codes of student conduct
- Takes criticism willingly and accepts recommendations graciously
- Demonstrates the highest standards of honesty, academic integrity, and reliability
- Regularly exhibits courtesy, concern, and respect for others
- Complies with instructions and rules, and displays personal responsibility

E. Scores of candidates may be tabulated as follows and may be used by the Selection Committee in the evaluation process:

JOHN DOE - Scholastic Average 92.

LEADERSHIP

3,2,4,2,3,3,1,3,2,4
4,4,3,3,3,3,2,5

This means that 19 people
rated this student on Leader-
ship with a total of 55 points

or

2.8 point average
19/55.0

CHARACTER

4,4,4,3,4,4,4,3,3,3
3,4,3,3,4,4,3,4,4,3,3

This means that 21 people
rated this student on Character
with a total of 74 points

or

3.5 point average
21/74.0

SERVICE

2,4,3,3,3,4,4

This means that 7 people
rated this student on Service
with a total of 23 points

or

3.2 pt. average
7/23.0

Not everyone rated this student in all areas.

School records indicate that the student average scholastically is 92 so now we have the following rating:

	Scholarship	Leadership	Character	Service	Total
John Doe	2	2.8	3.5	3.2	11.5

Adding $2 + 2.8 + 3.5 + 3.2 = 11.5$ div. by 4 = 2.9 final rating for the student.

F. Final selection of candidates to be inducted will be made by a Faculty Selection Committee appointed by the Building Principal.

YTY GUIDELINES FOR STUDENTS AND TEACHERS

1. A teacher will only be permitted to have ONE (1) YTY student per period unless approved by the Building Principal.
2. Students are not allowed to leave their YTY assignment without a pass from the teacher they are assigned to.
3. YTY students may NOT be excused early for lunch.
4. The eligibility policy applies to YTY students as well. YTY students who are ineligible may NOT leave their assigned teacher's classroom unless the teacher needs an errand run. In that case the teacher will give the student a signed pass.
5. Students who take advantage of their YTY assignment will be removed from YTY and placed in an available study hall.
6. Students may NOT participate in YTY until they have all the proper paperwork completed with the School Counseling Office and their schedules have been changed to reflect that they are in YTY.
7. Teachers are responsible for taking attendance for their YTY students in SchoolTool. When a student is missing from their YTY assignment the teacher should report it to the Nurse. Teachers are responsible for the YTY students they accept during the periods the students are assigned to them.
8. Because of the provisions of FERPA (Family Educational Right to Privacy Act), YTY students may not grade other students' papers for teachers.
9. YTY was originally designed so that students could help other students. Teachers should keep that in mind when deciding whether or not to accept a prospective YTY student.

Reviewed and updated: Summer 2007, 2011, 2021
School year 08-09, 09-10, 15-16

A. Elementary

1. Elementary teachers shall submit their attendance each morning, via SchoolTool as soon as possible after the 8:05 bell.
2. No students are to take attendance at any time.
3. Should the office know of a late bus, there will be an announcement to hold attendance until the bus arrives.
4. Attendance will also be recorded daily in each teacher's class register.
5. When a student returns from being absent, please send the written excuse to the Attendance Officer.
6. All notes excusing students for any part of the school day are to be given to the Attendance Officer as soon as possible.
7. All notes regarding bus changes for students are to be sent to the Main Office secretary.
8. The coding system for SchoolTool is as follows:

AE = absence excused

AU = absence unexcused

AM = absent medical

EL = late excused

UL = late unexcused

EN = excused early by nurse

LE = left early

A5 = Arrived after 8:10 AM

FT = field trip

CA = court appointment

B. Secondary

1. Homeroom teachers 7-12 shall submit their attendance each morning, via the SchoolTool Student Management System, as soon as possible, after the 8:05 AM tardy bell.
2. NO students shall take attendance at any time.
3. All students should be in the room by 8:05 and not in the halls.
4. First period attendance must be submitted via SchoolTool by 8:10 am. SchoolTool attendance for subsequent periods may be submitted any time before 11:59 PM on that same day.
5. All students who arrive late to school must sign in at the receptionist desk. Once the teacher has sent their attendance, please notify the Nurse/Attendance Officer if changes need to be made.
6. Teachers are to check the SchoolTool Daily Bulletin to make sure students are properly listed.
7. The coding system for SchoolTool is as follows:

AE = absence excused

AU = absence unexcused

AM = absent medical

EL = late excused

UL = late unexcused

EN = excused early by nurse

LE = left early

A5 = Arrived after 8:10 AM

FT = field trip

CA = court appointment

C. Absence List

1. The absence list is published and distributed daily to all teachers, via the SchoolTool Daily Bulletin, at the earliest possible convenience. It includes the absentee list, thereby enabling teachers to account for students in their classes. Other informational pieces (i.e., early dismissal of individual students, athletic team and reminders) pertaining to that day's activities may also be included. Requests for items to be included must bear the signature of the faculty advisor and must be approved by administration.
2. Check it closely. If a student is absent from a class, and his name does not appear on the Daily Bulletin, the teacher should check no later than the end of that class or as soon as possible by email with the health office for any discrepancy. If no logical reason for the absence, the teacher should follow up by communicating with nurse/attendance officer, Building Principal and/or filing a discipline report on the student that day with the main office. After missing two consecutive classes, the nurse should notify the parent or guardian that the student is not in school.
3. If a student's name appears on the absence list and he/she is in class, the teacher should send the student to the health office for clarification purposes.
4. The nurse calls the home daily of all students absent in grades 7-12, if the parent hasn't called the school and reported the absence. If the student has been previously absent, it is not necessary to call every day. In Grades K-6 a call is made after the student has been absent 2 consecutive days.
5. All phone calls regarding attendance to the student's parents are documented by the nurse/attendance officer, who shall keep a log of such contacts.

D. Attendance Officer

1. The attendance officer enters all appropriate attendance information into the administrative software program provided for this purpose.
2. The attendance officer will keep track of times of student arrival or departure, and make changes to SchoolTool as necessary.
3. The excuses are stored, labeled and packed away and kept for state required number of years.

Authorized Use of Facilities: Buildings and Grounds

The buildings and grounds of the Laurens Central School District have been entrusted to the care of the Board of Education by law and public vote. The Board of Education encourages the use of these buildings and grounds by the public, but accepts the obligation to establish rules and regulations to meet the requirements of law and to adequately protect the interests of all the taxpayers.

Use of Buildings

The Superintendent shall establish rules for the use of buildings which shall protect the buildings and equipment and ensure the health, safety, and good order of persons using the buildings. Proper supervision will be provided by the district, and all additional costs must be paid by the organizations which sponsor the building use. The organization must provide written proof of insurance coverage listing Laurens Central School as additionally insured.

The Superintendent is authorized to approve applications for use of the buildings and grounds by school organizations. H/She is responsible for seeing that the policies of the Board of Education and the rules and regulations established by Administrative procedure are carried out. Reports of building use will be made upon request.

Motor Vehicles

The Board of Education approves the use of school buses by Senior Citizens' Organizations of the Laurens Community. There should be no cost to the district and all the requirements of Education; Motor Vehicle and General Municipal Law should be met.

The speed limit for all motor vehicles on school property shall be ten (10) miles per hour.

Parking will be only in areas designated by the administration with reasonable restrictions and reserved spaces.

Motor vehicles which are unlicensed, uninsured or are driven by an unlicensed operator are prohibited on school property. The operation of snowmobiles and all terrain vehicles is prohibited on school property.

Such regulations shall be considered to be regulations of the Board of Education in accordance with Section 1670 of the New York State Vehicle and Traffic Law. Under this section, violations of the driving and parking regulations will be traffic violations.

Ed. Law – Section 1709-Subdivision 25
Section 95 General Municipal Law

Adopted: May 20, 2015

Reviewed and updated: Annually

A. General Instructions:

Teachers are expected to exert their authority at all times and in any area of the building or grounds to ensure proper use of, and respect for, the facilities. Teachers are expected to encourage a sense of responsibility for care of the school rooms, buildings and grounds. Such learning will not happen without an overt, planned program to install pride and care for the total school. Such a program can and should be integrated into the overall teaching situation in each class each year.

The objectives should minimally include: pride of “ownership;” sense of responsibility; willingness to assist adult caretakers through judicious action and minor service; respect for property of others; care of school materials and books; reporting of observed damage and/or vandalism by others.

B. Care of Building

1. In general, treat this plant as well as your home. Be observant so that “graffiti” is prevented. Have students “stamp” off snow and mud outside.
2. School furniture, cafeteria equipment, school buses, student lockers, gym and gym locker rooms, cafeteria, corridors, classrooms, playground equipment and special rooms all must be cared for through thoughtful use and consideration for the property rights of all.

C. Classrooms:

1. Lock door and turn off room lights when leaving the room at any time.
2. Desks should be aligned and floor cleared of large litter at the end of each day.
3. Windows are to be locked securely when leaving for the day.
4. Pull shades down when leaving for the day.
5. Do not cover windows in classroom doors. (fire safety hazard)
6. Do not place anything on unit ventilators or over radiators. Check to be sure under window counters are not littered.
7. Whiteboards will be cleaned regularly by the custodial staff.
8. Do not use wastebaskets for anything except waste paper. All recyclable material should be placed in the recyclable basket.
9. Lock all lockable cupboards, filing cabinets, drawers, etc. at the end of each day.

D. Special Use of Buildings and Grounds:

1. In any case where you wish to use an area not normally assigned to your use, contact the office in order that conflict or over scheduling be avoided.
2. Forms for use of facilities by special groups are available in the office. Contact the Superintendent in any case where procedures are uncertain.

E. School Equipment:

1. Individuals and/or organizations which seek use of school owned audio visual materials or equipment should secure written permission from the Library/Media Specialist PRIOR to utilizing such materials.
2. Requests for other “special uses” should be made through the Superintendent.

F. Maintenance Requests

1. All maintenance requests must be submitted online. There is a link provided on the Laurens Central School website for this purpose.

G. Bus/Transportation Requests

1. All requests for transportation by school bus for extracurricular trips are to be made by the extracurricular activity advisor using the district on-line trip request system.
2. All such requests are to be made at least two weeks in advance.
3. Should the trip be canceled, it is the responsibility of the advisor to notify the Head of Transportation 24 hours in advance of departure time. Failure to do so will result in the activity/organization being required to reimburse the district for one-hour of the appointed driver's time.
4. All requests for transportation by charter bus are to go directly to the Head of Transportation. (DO NOT use the on-line system). Due to the additional requirements placed on schools by the NYSDOT, the Head of Transportation will make all of the arrangements for use of charter buses for any and all school related trips.

Reviewed and updated: Annually

Laurens Central School
Laurens, NY
REQUEST FOR USE OF SCHOOL FACILITIES
(Building Use Form)

Please read carefully before you sign. Any damage incurred must be paid in full before the facilities can be used again. Please understand fully your responsibility toward the school. Any questions, please contact Buildings and Grounds office at 432-2050 Ext. 1160.

Facility Requested: _____
(classroom, cafeteria, gym, etc.)

Organization Requesting: _____

Person in Charge: Name _____

Address _____

Telephone _____

Title in Organization _____

Date(s) Requested _____
(if every week/month, please state the beginning & ending dates)

Time: Set-up: _____ Start: _____ Finish: _____ Final Clean-up Done: _____

Number of persons involved: _____

Admissions or Donations Charged: Yes _____ No _____

Other pertinent information:

Type of Activity _____

Purpose of Activity _____

Equipment to be used _____

Recommendation of Administrator. _____ Recommendation of Supervisor of B&G _____

*The fee for use of facilities include payment for a custodian and/or kitchen help, if needed.

FEE SCHEDULE: \$ _____ per use each time.

Rental of School Facilities by Non-School Groups:

Cafeteria	\$50.00
Gymnasium	\$50.00
Classroom	\$20.00
Multi-Purpose Room	\$150.00

Custodian Service/Kitchen Help - 1.5 of hourly salary per person

NOTE: It is the responsibility of the person or organization making the request, to check with the Buildings and Grounds Office for approval.

The school district will not be responsible for any liability, injury, accident, damage or damage to personal property for any outside groups using the facilities.

RETURN FORM TO DIRECTOR OF FACILITIES

Laurens Central School
Laurens, NY
CPR/AED Certification Form
(Building Use Form)

Please read carefully before you sign. New York State law requires that a person certified in CPR/AED **MUST** be on site whenever school facilities are in use by school sponsored activities. The school does have trained employees on staff from 8:00AM - 3:00PM and from 3:00 - 11:00PM on most regular school days.

It is recommended that any organization using school facilities outside of those hours have their own trained person available, or must hire a trained school employee (Employees may be hired at time and a half of their regular hourly rate.) In addition, any groups providing their own trained staff **MUST** provide the school with a copy of the certification form in advance of use of school facilities.

Facility Requested _____
(classroom, cafeteria, gym, etc.)

Organization Requesting: _____

Person in Charge: Name: _____

Address: _____

Telephone: _____

Title in Organization: _____

Date(s) Requested: _____
(if every week/month, please state the beginning and ending dates)

Time: Start: _____ Finish: _____

Please check one of the two options below:

_____ Our organization **WILL NOT** be providing CPR/AED coverage.

_____ Our organization will be providing our coverage for this requirement. We understand that NYS laws for this requirement and assume **ALL** responsibility for coverage and liability.

Name, address and phone number of person trained in CPR/AED who will provide coverage.

Name: _____

Address: _____

Phone: _____

A copy of the above individual's up-to-date CPR/AED training certificate is attached.

PROCEDURES FOR THE USE OF LAURENS CENTRAL SCHOOL**In General:**

1. Requests for use of Laurens Central School cafeteria, buildings and/or grounds will be submitted on forms available in the District Office, Main Office or on school website.
2. The Superintendent is responsible for the space requested and will approve such requests if they comply to:
 - a. Facility availability on date requested;
 - b. Legality of requesting organization to have public facility;
 - c. Organization accepts financial responsibility for repair, or replacement of any damaged public property and for the reimbursement of any additional expenses incurred by the Board of Education for help, etc.
 - d. Function requested does not conflict with any school organization's programs or activities.
 - e. New York State CPR/AED laws and requirements.
3. Organization requesting space will be notified of special conditions or requirement concerning staffing, chaperones, etc., prior to date of event.
4. All additional costs will be billed to the sponsoring organization.
5. All costs due to misuse of district property will be billed to the sponsoring organization.
6. Proof of Liability Insurance must be provided to the District one week in advance of the event.

Specific Rules:

1. Supervision shall be adequate for the number of persons in attendance. Adults will be required to chaperone and supervise all events attended by school-aged persons.
2. Possession use or consumption of alcoholic beverages, tobacco products, e-cigarettes, illegal drugs, synthetic cannabinoids, drugs or narcotics is prohibited in or on school property.
3. Adequate lighting shall be maintained at all times.
4. Decoration of spaces should be approved in advance by the Superintendent. No scotch tape, tacks, or nails may be used.
5. Any refreshments served should be consumed in the immediate serving area. In the event kitchen facilities are required, the cafeteria manager must be contacted and approve arrangements and services.
6. Sponsoring organization should inform group members of the entrance and exit to be used for the activity. One adult should be appointed to insure that the building is secure at the end of the activity.
7. Organization will be billed for custodial or other services required for activity.
8. "Closed program" activities should be indicated on the application. Persons other than those invited to attend must be prohibited.
9. "Open program" activities should be indicated on the application and the sponsoring organization will be expected to provide supervision adequate for the crowd expected.
10. Sponsoring organization must make occasional checks of the parking areas during the course of any evening events.
11. Sponsor organization will guarantee enforcement of any and all regulations, whether "open" or "closed," whether a school-sponsored organization or a non-school group. Adult supervision is a must at all times.
12. Do not publicize your event until written permission is obtained from the Superintendent with appropriate jurisdiction.

A. The following materials should be posted on a teacher's bulletin board:

1. Weekly Bulletin
2. Fire Drill Instructions with diagram of exit procedures
3. Daily Time Schedules
4. Monthly Menu
5. Yearly School Calendar
6. All Guidance Information
 - a. Special Testing Schedules
7. Rules and Regulations of Playground (Elementary)

Reviewed and updated: Annually

HOMEROOM PROCEDURES

- A. Attendance will be taken at the 8:05 bell. All teachers are to require students to be in their homeroom by 8:05 AM. Admit late bus pupils and do not consider them tardy if an announcement has been made over the P. A. system.
(Otherwise, require an admission pass.)
- B. Submit attendance via SchoolTool system between 8:05 and 8:10 AM.
- C. Students are assigned to homeroom which provides a time for attendance check, the flag salute, and the morning announcements. There is to be no talking while the announcements are being read.

Reviewed and updated: Annually

DAILY ANNOUNCEMENTS

- A. Should a teacher desire to have an announcement made, that teacher must write the announcement out on the announcement sheet prior to 8:00 AM. No students will be allowed to write out announcements without prior approval of the office.
- B. Announcements will be made at approximately 8:05 AM.
- C. Other important announcements will be made as appropriate with administrative approval. Coaches and advisors need to establish a space where they will post changes to practice and notify athletes to check the space during the day.
- D. Every homeroom/classroom teacher **MUST** maintain silence when the daily announcements are being read.

Reviewed and updated: Annually

A. Master Schedule - Guidance Dept.

Distributed to all staff - separately in their Opening Day of School materials

B. Room Availability List - Guidance Dept.

Distributed to staff - separately in their Opening Day of School materials.

C. Regular Daily Time Schedule – Superintendent’s Office

Distributed to all staff - separately in their Opening Day of School materials

D. Half-Day/Delay Schedules - Superintendent’s Office

Distribute to staff - separately in their Opening Day of School materials.

E. Band Sectional Schedule - Instrumental Music Teacher

To be announced and distributed the second week of school and at the beginning of each cycle thereafter.

F. Elementary Special Schedules - Guidance Dept.

Distributed to all staff - separately in their Opening Day of School materials

These schedules are changed yearly and can be obtained from the offices indicated above.

Reviewed and updated: Annually

- A. The School counselor will be meeting with parents and students of 6th and 8th graders regarding the schedules for the following year.

Teachers are encouraged to attend these meetings and discuss their courses with the parents and students.

9th, 10th, and 11th grade schedules are completed individually and parent conferences are scheduled as needed.

- B. A tentative master schedule will be prepared by May 15th.

Reviewed and updated: Annually

- A. Many of the supplies and materials essential to operating your classroom are kept in the Main Office. Should you need tape, pencils, etc., you may complete a requesting form. Standard supplies are provided on an average need basis and there should be sufficient quantities for all staff.
- B. On the first day of school, you will receive a majority of the supplies that you requested and approved during the budget process. However, for more approved or additional supplies, the following procedure will be followed:
1. See the Main Office secretary who will provide the supplies as needed. If the secretary cannot fulfill the verbal request at that time, continue with steps 2-5.
 2. Obtain a supply requisition sheet from the Main Office.
 3. Complete the information requested.
 4. File it in the proper receptacle in the Main Office.
 5. It will then be processed some time during that day.

(SAMPLE FORM)

(Date)

List Supplies You Need Below:

Teacher's Signature

Reviewed and updated: Annually

CONSTRUCTION AND HANDWRITING PAPER

- A. Procedure for Procuring Construction and Handwriting Paper
1. Ask for key to the supply room from the Main Office Secretary or Receptionist.
 2. Select supplies from storage room.
 3. Return keys and inform the Secretary or Receptionist verbally or in writing if required, of supplies taken.
 4. Main Office Secretary or Receptionist will document supplies taken.

Reviewed and updated: Annually

Should a student be injured in any way, send the student to the Nurse's Office immediately.

Following are procedures to follow when dealing with accidents that occur on school property:

- A. Gym, playground, interscholastic or athletic activities (report within 24 hours). An accident report must be filed by person in charge. Report goes to school nurse, who in turn decides next step. All accidents requiring a doctor's attention must be reported to the Superintendent by the nurse.
- B. Classrooms, corridors, etc. (report within 24 hours). An accident report must be filed by the teacher present with the school nurse. Nurse will see that all reports requiring a doctor's attention are submitted to the Superintendent.
- C. Accidents aboard a bus (report within 24 hours) Accidents must be reported by the driver in charge to the school nurse. The school nurse will see that all reports requiring a doctor's attention are submitted to the Superintendent.
- D. Insurance Coverage - Students are covered for accidents occurring on school property or during a school sponsored activity. The nurse, who is responsible for filing reports with the Pupil Benefits Plan, will be responsible for seeing that the proper information is provided. The nurse is the only person with the proper forms for filing for insurance purposes and is to follow the claim process until completion with all claims submitted.
- E. Student Responsibility

If no faculty member is present and an accident occurs, the student is to report to the school nurse. Failure to report within 24 hours makes it impossible to provide insurance coverage. Students going directly to a doctor without advising the school nurse cannot be assured insurance coverage.

- F. If an emergency occurs, send for the nurse - take care of the paperwork later.
- G. School personnel are covered by compensation. Therefore, if you should sustain an injury at school, it should be immediately reported to the school nurse. If the School Nurse is not available, it should be reported to the Superintendent.
- H. The method of filing and filling out accident reports can be explained to you by the school nurse.

All personnel should be aware of the liability laws as they pertain to the supervision of children during attendance at school or school-related activities.

Reviewed and updated: Annually

EMERGENCY PROCEDURES
STUDENT SCHOOL ACCIDENT REPORT

L-THB #5001.1

LAURENS CENTRAL SCHOOL
Student School Accident Report

LAURENS CENTRAL SCHOOL
55 MAIN STREET
LAURENS, NY 13796
PHONE: 607-432-2050
FAX: 607-432-4388

This report is to be completed and filed
at the school Health Office for each person/
pupil involved in an accident on or off the
school premises while on a school sponsored
project. Please complete all entries. Use
other side if necessary.

PUPIL: Name _____ Age _____ Grade _____

Address _____

ACCIDENT: Date _____ Time _____ A.M. P.M.

Place _____

Describe student's action _____

Location:	School Building	School Grounds	School Bus	Away from School
-----------	--------------------	-------------------	---------------	---------------------

Activity:	School Sponsored	School Supervised	Student Was a: Participant	Spectator
-----------	---------------------	----------------------	-------------------------------	-----------

Time:	Before School	During School	During Lunch	After School
-------	------------------	------------------	-----------------	-----------------

Traveling:	To School	From School
------------	-----------	-------------

Athletics:	Intramurals	Interscholastic
------------	-------------	-----------------

INJURY: _____

FIRST AID: What was done? _____

Rendered by _____

PARENTS NOTIFIED: When? _____ How? _____

By whom? _____

FAMILY PHYSICIAN: Name _____ Was (s)he called? _____

When? _____ By whom? _____

OTHER INS. _____

DISPOSAL OF CASE: Student went(circle one) Home To Class To Hospital

WITNESSES: _____

Person in Charge: _____

Date of this Report

Principal

BUS EMERGENCY DRILLS

- A. A minimum of 3 bus emergency drills will be held on each school bus during the school year, the first to be conducted during the first week of the fall term, the second prior to January 1st and the third prior to May 1st.
- B. No emergency drills will be conducted when buses are enroute. Immediately on arrival or during the school day at scheduled times, the driver will inform pupils that a drill is to follow. Location of fire extinguisher and first aid equipment, the use of emergency door as means of escape, as well as the use of the push out windows, will be discussed.

Reviewed and updated: Annually

- A. Upon discovery of a fire of any magnitude or question, activate the fire alarm immediately **WITHOUT ASKING PERMISSION FROM ANYONE**, and start evacuation procedures:
1. Close all windows.
 2. Turn out all lights.
 3. Unplug electrical devices quickly and only if easily accessible.
 4. Set door to lock, lead students out of room, direct last student to close door, follow building exit instructions as posed. If there is a second adult in the room, put them at the end of the line.
 5. Keep lines single file and moving. No talking as this can cause confusion. Listen for instructions that may be coming over the P. A.
 6. Move students away from the building. Keep driveways and sidewalks clear to facilitate fire apparatus and firemen.
 7. Teachers will take roll call of their class and will remain with them. Please write down all missing students on the appropriate form. These will be collected by an administrator or designee and checked against the attendance list by the nurse and/or main office secretary.
- B. If the normal escape route is blocked, an alternate hallway will be used if possible. If alternate is blocked, window evacuation from the first floor will be carried out. If trapped in second floor room:
1. Turn off lights.
 2. Close and seal bottom of the door with clothing, etc.
 3. Close windows. Hang an article of clothing from window to inform firemen of your location.
 4. If smoke is entering room, open one window slightly, and have students get down close to floor. You will then be taken to safety by firefighters either through building or down a ladder.
- C. Upon sounding of the alarm (except for practice drills) the administration and Director of Facilities will investigate if feasible. **ALL OCCUPANTS WILL EVACUATE!** Remember, if evacuation is necessary, it is also necessary to notify the fire department.

“IF EVER ANY DOUBT EXISTS - SOUND THE ALARM”

For practice drills, all building occupants will be notified for the first drill of the school year. Thereafter, only the administration, Director of Facilities, and secretaries will be notified in advance. **ALL OCCUPANTS WILL EVACUATE!**

D. Other responsibilities for all employees include:

1. Knowledge of the use and location of the various fire extinguishers.
 2. Location and operation of alarm stations
 3. Operation of escape windows
 4. Report all discrepancies of fire safety, fire alarm pull boxes, and extinguishers to the office immediately.
 5. Additional fire safety practices include the following:
 - a. Gas jets in science labs will be checked just prior to leaving, by the teacher. Students will not be permitted to use these without proper supervision.
 - b. Do not place pressure cans in wastebaskets. Leave them where they may be found by the custodian, accompanied by a note asking for their disposal.
 - c. Good housekeeping practices will be maintained.
- “USE COMMON SENSE!”

Reviewed and updated: Annually

- A. The Administration, working cooperatively with the Director of Facilities, is in charge of fire drills. They will determine when drills will be held, as well as what type of drill shall be conducted. They will provide each teacher with a system for exiting the building.
- B. Fire Drill Procedures:
 - 1. Teachers are responsible for their students at all times and need to give proper instruction to all students for fire drill procedures.
 - 2. As teachers frequently give instruction in a variety of rooms, they should always carry their class register with them.
 - 3. Students are to exit single file.
 - 4. There is to be no talking.
 - 5. Shut and lock doors, shut windows, and turn off all lights. Lead students out.
 - 6. Students should exit as per the instructions in their room. Each class will go to the designated area with their teacher.
 - 7. Quickly take attendance. ALL students who are not in attendance should be written on the form. This includes students in Occupational Education classes, Driver Education classes, field trips, etc. Someone will collect these forms. When taking roll, you must call the student's name. Do not count the students.
 - 8. While waiting outside, children are to be kept calm and orderly at all times.
 - 9. Teachers and/or staff should quickly check lavatories as they exit past these rooms.
 - 10. Teachers are not to converse with students and/or other teachers. Talking should only occur for emergency purposes.
 - 11. All special teachers will take their students to the student's normally assigned area. The classroom teachers can then go directly to where the students are without any delay.
 - 12. Teachers without a class will report to the main office secretary/nurse for attendance purposes, and then help other teachers monitor students.

Reviewed and updated: Annually

TEACHER _____

List ALL students, aides, adults, etc., not present at roll call for fire/fire drill.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Reviewed and updated: Annually

Each room will have posted on the bulletin board or wall near the exit door a set of fire exit instructions from that room. A diagram indicating the exit procedures must also be included.

Reviewed and updated: Annually

- A. School will be closed in cases of extreme weather conditions upon the recommendation of the Head Bus Driver, Highway Superintendent, and approval of the Superintendent of Schools. Once the decision is made, the following steps will be followed:
- B. The Superintendent will call/initiate:
 - 1. Head Bus Driver who will notify Bus Drivers.
 - 2. Director of Facilities who will notify custodial/cleaning/maintenance staff
 - 3. Cafeteria Supervisors who will notify cafeteria workers.
 - 4. WCDO Radio
 - 5. BOCES and other school districts as needed.
 - 6. Mass Notification System
 - 7. WKTV, WUTR, and Spectrum TV stations
 - 8. Posting on school website
- C. Should extreme weather conditions develop during the school day, the Head Bus Driver will make every effort to be in contact with the Highway Superintendent. The Head Bus Driver shall notify the Superintendent of current road conditions. The decision for or against early dismissal will be made as soon as possible.

Reviewed and updated: Annually

All teachers must report any and all accidents in which they are involved within seventy-two (72) hours of the first occurrence.

- A. To report an accident, an employee must complete the following steps:
 - a. Report the incident verbally to the school nurse and/or Superintendent.
 - b. Complete the School Accident Report form.
- B. If this procedure is not followed, then the Board's responsibility and liability for claim will be exempt.

Reviewed and updated: Annually

EMERGENCY PROCEDURES
EMPLOYEE ACCIDENT REPORT FORM

L-THB #5006.1

LAURENS CENTRAL SCHOOL
Employee School Accident Report

LAURENS CENTRAL SCHOOL
55 MAIN STREET
LAURENS, NY 13796
PHONE: 607-432-2050
FAX: 607-432-4388

This report is to be completed and filed at the School Health Office for each employee involved in an accident on or off the school premises while participating in a school sponsored project. Please complete all entries. Use other side if necessary.

EMPLOYEE: Name _____ Age _____

Address _____

ACCIDENT: Date _____ Time _____ A.M. P.M.?

Place _____

Describe employees's action _____

Location:	School Building	School Grounds	School Bus	Away from School
-----------	-----------------	----------------	------------	------------------

Time:	Before School	During School	During Lunch	After School
-------	---------------	---------------	--------------	--------------

INJURY: _____

FIRST AID: What was done? _____

Rendered by _____

PHYSICIAN NOTIFIED: When? _____ How? _____

By whom? _____

OTHER INSURANCE _____

DISPOSAL OF CASE: Employee went(circle one) Home Back to Work To Healthcare Provider To Hospital

WITNESSES: _____

SUPERVISOR ON DUTY: _____

DATE OF THIS REPORT: _____

SCHOOL PERSONNEL IN CHARGE: _____

Emergency Management Plans and Resources

The Laurens Central School District has developed all of the following Emergency Plans, Handbooks, Manuals, and/or Medical Information for the purpose of keeping our students, faculty and staff as safe, and as informed, as possible in the event of an emergency. Several of the plans are mandated by the State and follow SED Protocols; others have been developed by District personnel. Please note the Title and location for each plan.

I. SAVE (Safe Schools Against Violence in Education) Plan

The Plan must be formally adopted by the Board of Education. It shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis. The District-wide Plan is available for viewing in the District Office.

While linked to the District-wide School Safety Plan, the Building–Level Emergence Response Plans shall be confidential and shall not be subject to disclosure. (See Education Law)

II. Crisis Plan

The School District has develop a Crisis Plan that outlines the roles and responsibilities of various school personnel, provides a chronology of events and highlights key principles of individual and groups actions. The plan is reviewed and updated annually. All members of the Crisis Intervention Team will have copies of this plan which are provided during the opening conference days of school.

For ease of use, a summarized version of the Crisis Plan, labeled “Faculty/Staff Procedures for Emergency Response” is provided to and reviewed with all members of the faculty and staff annually, by September 15th, as required by SED. All faculty and staff are to keep copies of the plan/procedures in the top right hand drawer of their desk. (If no top right hand drawer, place in the left.) Plans provided to faculty and staff are not to leave the school building or bus garage.

Within the Crisis Plan, and included in the “Faculty/Staff Procedures for Emergency Response” plan, procedures for handling the following emergency situations is provided:

- * Fire
- * Shelter in Place
- * Hold-in-Place
- * Evacuation and Reunification Plan
- * Lockout
- * Lockdown
- * Immediate and/or Early Release
- * Assisted Evacuation Plans for Individuals with Special Needs

III. Other Plans/Information

The following is a list of other plans and resources developed for the purpose of providing faculty and staff with information to support and assist their work with students:

- * Suicide Prevention Manual: Obtain from Guidance Office
- * Medical Alerts (confidential information/student specific): Obtain from School Nurse
- * Epi-pen (Staff Training Information on Proper Use): Obtain from School Nurse
- * Pandemic Influenza Plan/Procedures: Obtain from School Nurse

1. If a bat is found anywhere children are present, whether there is direct contact or not, you must immediately contact the School Nurse.
2. The School Nurse will contact
 - Director of Facilities
 - Building Principal
 - Superintendent
3. The main goal of a teacher/teacher aide is to keep all students safe and separated from the bat.
4. Buildings and Grounds employees' main goal is to capture the bat.
5. If the bat is captured or killed:
 - Do not throw it out
 - If the bat is alive, do not release it
 - Do not touch the bat: use gloves
 - Clean any items that came in contact with the bat in a bleach solution
6. The bat must be saved for testing for rabies; if the bat is not caught, those who may have been scratched or bitten by the bat will need to have rabies treatment.
 - See the nurse or Director of Facilities grounds for a container (any container with a tight fitting lid)
 - Place in the freezer in the nurse's office. If unavailable, use any freezer available (freezing will kill a live bat and preserve a dead bat)
7. The nurse will contact Otsego County Health Department to arrange for pick up and testing in the event of an exposure. If the nurse is not available, refer to the list in step #2.

Reviewed and updated: Annually

Pre-K Jennifer Sander

K Jennifer Lewis
Jennifer Mann

1 Rebecca Peakes
Abby Trombley

2 Heather Boyce
Kylie Loforte

3 Melissa Gregory
Annemarie Winchester

4 Lindsey Talbert

5 Omar Nelson
Kayla Welsh

6 Scott Bolton

CLASS ADVISORS: 2024-2025

7 Melissa Gregory/Aaron Stary

8 Domenica Holleran/Jon Powers

9 Christine Cox/Carol Loudon

10 Jennifer Lewis/Jessica DeBoer

11 Carol Loudon/Monica Kovacs

12 Christine Cox/Jennifer Mann

III. Student Homeroom Assignment

- A. These will be prepared by the school counseling office and are recorded on the top of the student's schedule.

Reviewed and updated: Annually

- A. On the first day of school, all teachers will receive from the school counseling office a list of students who have entered or withdrawn from school as of the first day of school.

Reviewed and updated: Annually

OPENING OF SCHOOL
SCHOOL COUNSELING DEPARTMENT OPENING DAY RESPONSIBILITIES

L-THB #6004

The School Counseling Department will deliver the following items to the Superintendent prior to the first day of school.

- A. Master Schedule with all updates
- B. Study Hall List
Period Gr. Level Location Supervisors
- C. Elementary Special Schedules
- D. Room Availability List
- E. Independent Studies
Student Name Subject Adviser Subject
- F. List of New Entrants & Transfers
- G. Homeroom Assignments 7-12
- H. Class Lists K-6
- I. Late Arrival/Early Dismissal Students
- J. Report Card Schedule
- K. Non-Traditional Courses (List of course names and students enrolled)
 - College Courses (second week of Semester)
 - On-line Courses (on-going)
 - Distance Learning Courses
 - BOCES Courses, including New Visions
 - Job Shadowing Placements

Reviewed and updated: Annually

OPENING OF SCHOOL
STUDENT SCHEDULE CARD

L-THB #6005

Student Name:
Homeroom:

Laurens Central School

	Day A	Day B	Day C	Day D	Day E	Day F
Period	Classes					
1						
2						
3						
4						
5						
6						
7						
8						
9						

Reviewed and updated: Annually

At the beginning of each school year, or within 60 days of employment, the district will make every effort to provide all teachers with the following trainings. Training may be provided by in-house staff, BOCES staff, school insurance company staff, school nurse, School Based HealthZone staff or other trained/certified individuals. Training may also be provided via distance learning/on-line learning, video, DVD phone conferencing or other methods as approved by the district.

1. Right to Know/Blood Borne Pathogens
2. Sexual Harassment
3. Dignity for All Students Act
4. Concussion Management (Coaches and Nurse)
5. Mandated Reporting Training

The district will also make every effort to provide AED/CPR training to all faculty and staff on a rotating basis.

I. Media/Technology Services

- A. **Equipment:** Most classrooms are equipped with LCD projectors and computers.
- B. **Maintaining Technology Equipment:** Minor repairs, such as replacing projector lamps and cleaning equipment, will be done in the library media center. Major repairs will be handed by outside service. Media center staff should be notified immediately if there is a problem with any equipment.
- C. **Ordering:** Ordering media equipment and supplies should be done through the media center. Teachers may order DVDs and view streaming Video via the BOCES SNAP catalog. Media Center staff will assist as needed. BOCES deliveries take place every Wednesday and Friday Morning.
- D. **Cameras and Video Cameras:** Cameras and video cameras may be borrowed with at least 24 hours' notice to the library. Library staff will provide supplies, equipment and training.

II. School Media Center

- A. Materials in our Library Media Centers are chosen from ALA and NYLA approved selection guides and from recommendations made by faculty members for their classes. Teacher suggestions are most important because they assure the presence of essential and up-to-date material for student assignments. Teachers and students are encouraged to make written recommendation for new library materials to the library media specialist. The library provides suggestion forms annually as well as maintains suggestion notebooks in both libraries.

B. Library Services

Elementary classes meet in either the computer lab or elementary library once each scheduling cycle. Teachers will be provided with a copy of that schedule so that they will know when the library is available for students to use either individually, in small groups, or as a class. High school teachers may schedule classes for instruction or for research purposes. Because of heavy use certain times of the day, it is best to schedule a week in advance. The library media specialist will meet with teachers to help plan and implement classroom/library projects.

A professional library is maintained in a small area in the high school library. Books, pamphlets, DVD's and state curriculum guides are available for circulation.

An Online public Access Catalog (OPALS) is available for users to search for materials online. The catalog may be searched by subject, title, author or keyword, as well as by a variety of advanced search options. Library collection in Central New York may be searched using the SCOOLS online catalog (also available via OPALS). Access to OPALS is available via the library website.

Current magazines of a wide variety are housed in the high school and elementary libraries. The Oneonta Daily Star is also available for use in the library.

Inter-library loan service is available through the ONC BOCES School Library System. Forms for ordering ALL materials may be obtained from the library media specialist.

III. Library Media Center Usage

- A. In order to assure the availability of materials, teachers are to check with the library staff before making library assignments to a full class. The library staff needs to know about any assignment that will involve library use.
- B. Students are to have instruction in the use of the reference materials and databases appropriate for an assignment. The Library Media Specialist will provide this instruction.
- C. High school teachers may give students pre-signed passes to do assignments during study hall periods. Study hall teachers are not to give passes to students who want to go to the library to socialize. As the main purpose of the library is to serve those students who need to use library materials, priority will be given to that group. Library staff will issue passes to those students who wish to read or complete makerspace projects, Students who abuse library privileges will be sent back to study hall or class, and may find their library access curtailed.

IV. Use of Computers, Digital Cameras, Technology Equipment.

- A. Teachers may also take classes to the computer lab(s) to use those computers but must make arrangements for room usage with the library staff. Room usage is arranged with the library staff.
- B. Faculty and staff may sign out digital video camcorders, digital cameras, computers, laptop computers, LCD projectors and other equipment for use in their classroom. All equipment is to be scheduled through the high school library. Individuals signing out any equipment will be held responsible for all damages occurring to the equipment during the sign out time. Faculty and staff must sign an equipment form prior to borrowing technology equipment.
- C. Databases and other subscription based services: All software is cataloged and may be searched using the OPALS. The librarian will preview all software and help teachers select and use programs in their classroom.
- D. All requests for computers, technological equipment, software, and staff training are to be given to the technology committee for review.
- E. All library and school AV and technology equipment will be cataloged by the library staff and added to the library equipment database. This database will be maintained for purposed as a district inventory.
- F. Work orders/repair needs etc. for all technology related equipment are to be requested via the on-line “Tech Support” link found on the District website or simply email “Tech Support” via the in-house email system.

- A. Any school related correspondence (leaving the building) must be approved by the administration. The approval should be far enough in advance so that any changes needing to be made can be done without rushing a deadline.
- B. In essence, nothing (correspondence, schedules, letters, requisitions, etc.) should leave the building that directly or indirectly involves Laurens Central School without the approval of the administration. The only exception would be for newsletters/classroom activity updates that go home on a weekly basis. However, copies of such newsletters or forms used are to be forwarded to the administration.

Reviewed and updated: Annually

- A. Teachers are encouraged to keep the administration knowledgeable of all happenings that are school related.
- B. It is important that a two-way communication network be established.
- C. It is suggested that teachers verbalize all school related problems and concerns with both the Superintendent and Building Principal and follow up with a written note.
- D. Any teacher who encounters a serious problem related to the school are to make sure that the Superintendent and Building Principal are apprised of the problem and follow up with a written note.

Reviewed and updated: Annually

KEYS

It is suggested that teachers leave their keys in their mailboxes daily before going home.

Teachers are **REQUIRED** to leave their keys in their mailbox for all planned absences from school.

Reviewed and updated: Annually

- A. There will be no commitment to purchase without first obtaining a requisition signed by the requisitioner, Treasurer, and Superintendent.
- B. Emergency needs can be met only through advanced permission from the Superintendent and Business Office.
- C. Payment for purchases will not be made without presenting an original invoice. There will be no cash advanced at any time

Reviewed and updated: Annually

BILLING OF PERSONAL AND CLUB ORDERS

- A. When ordering anything for yourself or extracurricular group, you must have the company correctly bill you or that group.
- B. The invoice should show your organization or you as the party liable for the order.
For example:

SOLD TO: Varsity Club
Attention: Steve West
Laurens Central School
Laurens, NY 13796

SHIP TO: Laurens Central School
55 Main Street, PO Box 301
Laurens, NY 13796

Reviewed and updated: Annually

VISITORS, AGENTS AND SALESMEN

- A. Any visitor to the school must sign in at the receptionist desk. Any teacher who sees a visitor in the hall should politely direct him/her to the receptionist for such permission.
- B. Agents, salesmen, and other solicitors will not be permitted to visit a teacher while he/she is in class. Teachers are not to permit a visitor of any kind without prior permission from the Main Office.
- C. All visitors must fill out and wear a visitor's pass. Teachers are not to allow any visitors in their classroom unless they are wearing a completed visitor's pass.
- D. Teachers are instructed not to take time out of classes to see salesmen or book agents. No teacher is authorized to place an order with a salesman. If the teacher does see a salesman during lunch hour or a free period, it is for the purpose of information only, not to place an order. All orders must be placed through the proper procedure.
- E. It is the policy of the Board of Education as a general rule not to allow collections or sales to be made by outside organizations to raise funds in the school. Occasionally, exceptions could be made only after clearance with the administration. Likewise, no posters advertising events conducted by outside organizations will be permitted to be displayed in the school unless approved by the administration.
- D. Loitering or trespassing on school property or in the school building is a violation of the Penal Code of New York §240.35.

Reviewed and updated: Annually

SICK DAY ACCUMULATED REPORT

- A. At the beginning of each school year, each teacher will receive a report from the business office outlining their Accumulated Sick Leave.
- B. Teachers should sign the report and return it to the Deputy District Treasurer for filing by September 30th of the given year.

Reviewed and updated: Annually

- A. The school system pays most bills after the monthly Board of Education meeting.
- B. Teachers should give vouchers to the District Treasurer by the first of the month (within the first three (3) days of the month) in order to receive payment after the monthly Board of Education meeting.

Reviewed and updated: Annually

VEHICLE REQUESTS (OTHER THAN BUS)

- A. All requests for usage of a school vehicle are to be done electronically through the “Online Field Trip Request Program”.
- B. All vehicle requests are to be completed with all necessary information two (2) weeks in advance.
- C. Usage of any school vehicle must be authorized by both the Head Bus Driver and the Administration.

Reviewed and updated: Annually

- A. Copy requests are made by filling out the proper form. (See below)
- B. Please plan ahead as forty-eight (48) hours notice is required. Place your copy request and material in a basket provided in the Central Office. Completed work will be put in your mailbox when finished.

COPY REQUEST

Name_____

Date Order Submitted: _____

No. of Copies Needed_____

Please Check Below:

☐ 2 Sided ☐ Collated ☐ Stapled

Date needed:_____

Special Request:_____

Reviewed and updated: Annually

This policy is a commitment by the Laurens Central School Board of Education to encourage and support the efforts of the professional staff in confronting the problem of child abuse to the extent it exists, or is suspected to exist, with school-aged children who are either directly under staff jurisdiction or who the staff may have casual contact within the normal performance of their instructional duties.

In keeping with this commitment, the below outlined guidelines will provide direction to the staff in meeting the reporting requirements mandated by the New York State Child Protective Services Act of 1973.

Definitions

The following definitions are taken from the Child Protective Services Act of 1973 (Title 6, Article 6, of the Social Services Law) and the Family Court Act (§1012) and provides the framework for assessing whether a child is abused or neglected.

An abused child is a child less than 18 years of age whose parent or other person legally responsible to care:

- A. Inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of any body organ, or;
- B. Creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any body organ, or;
- C. Commits, or allows to be committed, a sex offense against such child as defined in the penal law, or allows such child to engage in acts or conduct described in Article 263 of the Penal Law. These acts are: using a child in a sexual performance and promoting a sexual performance by a child.

§1012 of the Family Court Act defines a neglected child as a child less than 18 years of age:

- 1. Whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his/her parent or other person legally responsible for his/her care to exercise a minimum degree of care.
 - A. In supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part 1 of Article 65 of the education law, or medical, dental, optometric, or surgical care though financially able to do so or offered financial or other reasonable means to do so; or
 - B. In providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of

excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; provided, however, that where the respondent is voluntarily and regularly participating in a rehabilitative program, evidence that the respondent has repeatedly misused a drug or drugs or alcoholic beverages to the extent that he/she loses self-control of his/her actions shall not establish that the child is a neglected child in the absence of evidence establishing that the child's physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as set forth in paragraph (I) of this subdivision; or

II. Who has been abandoned by his/her parents or other person legally responsible for his/her care.

WHO MUST REPORT

All members of the administrative and instructional staff are required to report to the New York State Central Register of Child Abuse and Maltreatment when they have reasonable cause to suspect that a child coming before them is an abused or maltreated child.

Individual staff members suspecting abuse or neglect will immediately notify the person in charge of the school and/or program director, who then also becomes responsible to cause a report to be made. While consultation with a school administrator is required, this does not give the administrator the power to prohibit reports from being made to the New York State Central Register of child Abuse and Maltreatment. However, since many of these cases are judgment calls, consultation involving a second opinion may make for more accurate and effective reporting.

It should be understood that neither the law nor this policy requires certainty or proof of abuse before reporting. Reasonable cause to suspect abuse should trigger a report.

PROCEDURES FOR REPORTING

All reports will be made orally by calling the New York State Central Register of Child Abuse and Maltreatment (1-800-342-3720) or Mandated Reporters only number (1-800-635-1522). While complete information may not be available when the phone report is made, the below information would be desirable:

*name and address of child and his/her parents or persons in parental control;

*child's age, sex, and race;

*nature and extent of child's injuries, abuse, or maltreatment, including any evidence of prior injuries, abuse, or maltreatment to the child or his/her siblings;

*name of person or persons causing the injury, abuse, or maltreatment;

*family composition;

*source of report;

*person making the report and where he/she can be reached;

The person making the call should discuss with a person at the New York State Central Register of Child Abuse and Maltreatment whether the name of the person making the call and the school affiliation should be released to the parent.

Within 48 hours of the oral report to the State Register, a written report DSS-2221A (Report of Suspected Child Abuse or Maltreatment) must be filed with the local County Department of Social Services Child Protection Services. These reports are admissible as evidence in any court proceedings related to the child abuse and maltreatment incident.

Where there is suspected abuse, school officials may take, or cause to be taken at public expense, photographs of trauma visible on the child. If medically indicated, they may also request a radiological exam of the child. Any such evidence may accompany the DSS-2221A report or be submitted as soon as possible thereafter.

LEGAL IMPLICATIONS FOR MANDATED REPORTERS

- A. Immunity - School personnel who, in good faith, make a report or take photographs of injury and bruises are immune from any liability, either civil or criminal that might otherwise result from such action. The good faith of any person required to report cases of suspected abuse is presumed.
- B. Liability - Any person required to make a report who willfully fails to do so is guilty of a Class A misdemeanor and is civilly liable for the damages prominently caused by failure to report.

CHILD PROTECTIVE SERVICES: ACCESS TO SCHOOL RECORDS

Under the Federal Family Educational Rights and Privacy Act of 1974, parental consent is generally required prior to release of identifiable student information from school records. Any exception to this is where a health or safety emergency may exist.

Personally identifiable information in a student record should be released only after a determination is made that the release of such data is necessary to protect the health or safety of the student or other individuals.

CHILD PROTECTIVE SERVICES: INTERVIEWS ON SCHOOL PROPERTY

In the interest of protecting students from further harm, school personnel will cooperate fully with representatives of the County Child Protective Services Unit. The social worker may interview in school any pupil about whom a report of suspected abuse has been made regardless of the source of the report. Generally, a school official will be present during the interview unless it is mutually agreed by the school authorities and the Child Protective Services Investigator that the absence of the school official will increase the likelihood of the investigator accomplishing the purpose of the interview. Where the presence of a trusted teacher is possible during the interview with the child, and where such presence is likely to elicit more detailed responses from the suspected victim, arrangements should be made for the presence of that teacher during the questioning.

CONFIDENTIALITY OF REPORTS

While reports of suspected abuse are confidential and may only be made available to those individuals or groups specified by law, it should be noted that the subjects of a report are among those entitled, upon request, to a copy of all information contained in the New York State Central Register. However, the Commissioner of Social Services is authorized to prohibit the release of data that could identify the person who made the report or who cooperated in the subsequent investigation, if the Commissioner finds the release of such information will be detrimental to the safety or interests of the reporter.

REPORT TO PARENTS

Generally, it will not be the policy of this district to inform parents when a report of suspected abuse has been made. Only where it is deemed to be in the best health and safety interest of the student to notify the parents, will such notification be given by school authorities.

SUSPECTED SEXUAL ABUSE

In the cases of suspected sexual abuse, no physical examinations will be conducted at school. School officials should contact the County Child Protective Services Agency for direction. If the agency recommends taking the student to the hospital for an examination, school officials will arrange for the student to be accompanied to the hospital by the school nurse, social worker, or other appropriate representative of the school.

TRAINING

The board further directs the Chief School Officer to train school employees regarding the policies and procedures regarding the child abuse/neglect.

Adopted: 5/20/81

Reviewed & Readopted: 4/25/90

Reviewed & Readopted: 5/20/2020

- All educators are mandated reporters for suspected child abuse or maltreatment. And, while our District procedure is for each person to contact one of our guidance counselors, the school nurse or an administrator prior to calling/sending in a report, it is still each person's responsibility to report suspected situations should you not be able to speak with one of the above listed person. Also, if you have spoken to a counselor, nurse, or administrator who does not believe the situation merits reporting, but you still feel/believe that the situation does warrant reporting, you have an obligation to self-report.

An educator will normally be assisted with the completion of the reporting forms, but there may be times when one of the above listed individuals are not available to do so. A copy of the form with supporting completion instructions is available in the District Office, CSE Office, Guidance Office, Main Office, and in the back pocket of this book.

NYS Child Abuse Hot Line: 1-800-342-3720

Mandated Reporters Only: 1-800-635-1522

LAURENS CENTRAL SCHOOL
Laurens, New York

CHILD ABUSE REPORTING FORM (To be used in addition to forms provided in the District Office, CSE Office, Guidance Office and Main Office).

Child's Name _____

Date Reported to School Personnel _____

Time Reported to School Personnel _____

Person Reporting Incident to School Personnel _____

Date Reported to Hot Line _____

Time Reported to Hot Line _____

Person Reporting incident to Hot Line _____

State Registry Case No. _____

SUMMARY OF ALLEGED ABUSE:

Date Form Completed

Signature of Person Reporting

The Laurens Central School Board of Education is committed to safeguarding the right of all employees and students within the school district to ensure a work/learning environment that is free from all forms of sexual harassment. Sexual harassment does not only depend upon the offender's intention but also upon how the target perceives the behavior or is affected by it. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as supervisors.

Therefore, the Board condemns all unwelcome behavior of a sexual nature which is either designed to extort sexual favors from an employee as a term of condition of employment, or which has the purpose or effect of creating an intimidating, hostile, or offensive working/learning environment for a staff member or student. The Board also strongly opposes any retaliatory behavior against complaints or any witnesses.

Any employee or student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately so that appropriate corrective action, up to and including discharge of the offender, may be taken at once. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the district's collective bargaining agreements and the tenure laws with regard to sexual harassment of a staff member.

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

The records of any reports will be kept confidential in a file in the Superintendent's office and will be disposed of according to legal guidelines.

Adopted: 9/15/92
Reviewed & Readopted: 5/20/2020

DEFINITIONS

Employee shall mean all teaching, administrative and support personnel.

Student shall mean any person attending Laurens Central School for the purpose of educational benefits.

Immediate supervisor shall mean the person to whom the employee is directly responsible (e.g. Department head, Building Principal).

Students should report alleged sexual harassment incidents to the Guidance Counselor.

PROCEDURES

Employees who believe they have been subjected to sexual harassment are to report the incident to their immediate supervisor. Should the immediate supervisor be the alleged harasser, the report shall be made to the next level of management. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.

Students who believe that they have been subjected to sexual harassment are to report the incident to their guidance Counselor. Should the guidance counselor be the alleged harasser, the report shall be made to the Superintendent. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.

All reports of sexual harassment will be held in confidence subject to all applicable laws and any relevant provisions found in the district's collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the district's collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment:

INFORMAL COMPLAINTS

Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor. Students may request that an informal meeting be held between themselves and their Guidance Counselor. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The supervisor/counselor will then promptly discuss the complaint with the alleged harasser. Should the harasser admit the allegations, the supervisor/counselor is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the supervisor/counselor may recommend that further disciplinary action be taken. Thereafter, the supervisor/counselor is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the supervisor's report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The supervisor/counselor is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur.

Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

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

Should the alleged harasser deny the allegations, the supervisor/counselor is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The supervisor will file a report with the next level of management of what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's/counselor's report with a recommendation for further action.

FORMAL COMPLAINTS

Formal complaints may be submitted either to initially report any incidence of sexual harassment or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the supervisor/counselor originally consulted, who will then forward it to the next appropriate level of management, e.g., the Superintendent.

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

INVESTIGATING A COMPLAINT

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. Complainants are to be notified of the outcome of the investigation.

REMEDIAL ACTION

If the investigation reveals that sexual harassment occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law and collective bargaining agreements. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment. When applicable, any lost employment benefits or opportunities will be restored to the victims.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's collective bargaining agreements.

If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level of management, e.g., the Superintendent, or the Board of Education. The appeal must

include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

POST REMEDIAL ACTION

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

COMPLAINT RECORDS

Complainants should receive a copy of any resolution reports filed by the supervisor concerning his/her complaint. Copies should be filed with the employment records of both the complainant and the alleged harasser.

INVESTIGATION IN THE ABSENCE OF A COMPLAINT

The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct.

**LAURENS CENTRAL SCHOOL
SEXUAL HARASSMENT FORMAL COMPLAINT FORM**

Name and position of complainant _____

Date of complaint _____

Name of alleged sexual harasser _____

Date and place of incident _____

Description of misconduct _____

Name of witnesses (if any) _____

Has the incident been reported before? _____ Yes _____ No

If yes, when? _____

To whom? _____

What was the resolution? _____

Reason for dissatisfaction _____

- I. Reasonable Accommodation is defined in Human Rights Law §296, §292.21 and §292.21-e.
- II. It is the policy of the Laurens Central School District to provide reasonable accommodations to employees and applicants with disabilities according to the language of the New York Code of Rules and Regulations (466.11) regarding Reasonable Accommodation.
- III. It is the employee's responsibility to notify the school district of the need for an accommodation according to the following "Procedure for Processing Reasonable Accommodation Requests".
- IV. The district shall provide information to all staff members annually regarding the concept of, and legal requirement for Reasonable Accommodation.

Step I: Employee shall submit all requests for accommodations in writing to their immediate supervisor. Supervisors will assist employees who have difficulty with written communication or who are not sure how to explain the impediment to job performance, or who are unsure of what accommodation to request.

<u>Employee</u>	<u>Immediate Supervisor</u>
Teacher/Teacher Aide	Building Principal
Cleaner/Custodian/Maintenance	Director of Facilities
Bus Driver, Monitor, Mechanic	Head Bus Driver
Cafeteria Employees	Cafeteria Co-Managers

Step II: If the immediate supervisor approves, the accommodation is implemented and process is completed. If the immediate supervisor does not approve, the request is forwarded to the Superintendent.

Step III: The Superintendent will conduct a comprehensive review and analysis, including gathering information from the employee (including medical certification where needed) and from other sources.

Step IV: If the Superintendent approves, the accommodation is implemented and the process is completed. If the Superintendent does not approve, the employee is advised, in writing, of the denial, the reasons for the denial, and that they can request a review of this decision by the Board of Education. Such a request will be submitted to the Superintendent within seven (7) days of receiving the notification of denial.

Step V: Should the employee request a review by the Board of Education, the Board of Education will review the analysis and decision and make a final decision. Such a decision will be made within two (2) weeks (14 days) of receiving a written request for the review by the employee.

Step VI: The Board of Education will direct the Superintendent to advise the employee, in writing, of their final decision. This will be done within seven (7) days of the Board of Education meeting held to review the employee's request. If the final decision is to confirm the denial, the employee will be advised of his/her legal rights.

Laurens Central School End of Year Check List

Name _____ Date _____

Below are all items that MUST be complete at the end of every school year. The items are listed by department. You must have every item signed off by someone in that department. If an item does not pertain to you, you are still required to have the item signed off by the department do not sign off yourself.

SCHOOL COUNSELING DEPARTMENT

- _____ Regents and local school examination papers (plus a clean copy of the local exam) properly tied with string, not rubber bands. (All papers, both passing and failing, with a separate list attached showing student name and grade of each exam.) Including final exam exemption form.
- _____ Listing of all students failing courses or at risk of failing (see guidance for pink form)
- _____ All students must have a final examination, all quarter grades and final grade recorded in your grade book and entered into SchoolTool
- _____ Class Registers (Teachers' Grade Book) (REMOVE ALL PAPERCLIPS)
- _____ Elementary Teachers (K-6) – Student permanent folders including writing samples and summary sheets are to be in alphabetical order with portfolios behind each student file. Do not sort for next year. Please put in a box with your name and grade on the outside.
- _____ All updates, revisions, and/or new descriptions of courses for the following school year.

MAIN OFFICE

- _____ Inventory of textbooks
- _____ School keys, tied, name and room number noted (all keys must be turned in unless you have approval from the Superintendent)

CSE OFFICE

- _____ AIS records, this includes student folders and AIS recommendations
- _____ All IEPs and all anecdotal records/journals/etc.

SUPERINTENDENTS OFFICE

_____ Classroom inventory (current year and previous years, if applicable, that you were given)

_____ School laptop (if signed out to you)

_____ Updated Teacher Data Card

_____ Mentor Forms: Copy of logs and evaluation forms

_____ Student Council Advisor: List of all class officers and Student Council Representatives for the upcoming year

_____ Extracurricular Activity Ledger (completed and balanced)

_____ Extracurricular 4th quarter report

BUILDING PRINCIPAL

_____ All final obligations owed by students not taken care of by the designated date.

BUSINESS OFFICE

_____ Signed Salary Notice for upcoming year

_____ Signed Health Insurance documentation and Proof of Health Insurance (if needed)

CAFETERIA

_____ Any financial obligations owed to the cafeteria.

TECHNOLOGY DEPT. (M. Brodie)

_____ Technology Inventory

Below are a list of items you must complete before the last day of school. Please sign off on each item as they are completed.

- _____ Fines assessed and collected for damaged or lost books
- _____ Textbooks inspected and stored in your room
- _____ Materials removed from bulletin boards
- _____ Desks, tables and counters cleared
- _____ Leave all computer equipment as is
- _____ Supplies and equipment packed away
- _____ Windows closed and secured
- _____ List of needed repairs submitted to Buildings and Grounds (online request)
- _____ Back up everything on your computer

Please provide us with your most current address and phone number

Address

City

State

Zip Code

Home Phone Number

Cell Phone Number

After all items have been checked off and your list is complete, please turn it in to the Superintendent's office.