School Counseling Department Handbook

Laurens Central School

2026-2027

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INTRODUCTION

What is School Counseling?

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 students 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:

a. A greater awareness of their abilities, aptitudes, interests, and attitudes.
b. A sense of values in line with those of society.
c. A greater awareness of the educational and career opportunities available to them.
d. An ability to choose career and educational opportunities that are in line with their interests and abilities and meet with success in these choices.
e. An ability to think independently and constructively.
f. 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.

The school 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 students, 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. Please feel free to contact us at any time at 607-432-2050.

Physical Education Requirements

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 within 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 counseling office, Physical Education department and school administration. The student must also have parental permission. The independent activity must be under the direction of a certified instructor in the activity. A log 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. The log must be checked by the Physical Education department every 2 weeks to monitor progress.
See Appendix A for a copy of the Permission Form. See Appendix B for a copy of the Log form.

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

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

*Students will be required to return to physical education when the quarter has ended. Arrangements will be made through the counseling office 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. See Appendix C for a copy of the Permission Form

OR

e. as provided in an equivalent program approved by the Commissioner of Education. Physical education will earn 1/2 unit of credit for each year for a total of 2 credits.

Music and Art Requirement

All students are required to earn 1 unit of credit in art and/or music. A student may obtain the unit of credit in art and/or music participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student's art or music teacher, and shall be approved by the art or music department chairperson, and the school principal. A student may receive a unit of credit for participation in such activities if such participation is equivalent to a unit of study, or a student may receive 1/2 unit of credit for such activity equivalent to 1/2 unit of study.

Alternative Ways of Earning Credit - Course Challenge

The School Administration must be notified, in writing, of all student requests by June 1st for the following school year.

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 nonpublic school or his or her designee, determines that the student will benefit academically by exercising this alternative;

AND

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; given in January and June.

AND

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.

SCHEDULE CHANGE

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 counseling office. Until the change of schedule form has been completed, the student must attend ALL classes according to his original schedule. Absence will be dealt with as truancy. Final decisions on schedule changes will be made by the School Counselor and Administration.

PARENTAL AND/OR STUDENT ACCESS TO AND CONFIDENTIALITY OF STUDENT RECORDS

Parents of a student under 18, or a student 18 or older, have the right to inspect and review any and all official records, files, and data directly related to their children or themselves by making an appointment with the School Counselor.

DIPLOMAS

The Laurens Central School presently offers two diplomas for most seniors in 2026-2027, the Regents Diploma and the Advanced Regents Diploma.

Eligibility of a pupil for Regents and Advanced Regents High School Diplomas will be determined by the Superintendent on the basis of the official high school record.

A student who plans to pursue post-high school education is not required to have an Advanced Regents diploma. In addition, students are eligible for financial assistance with either type of

diploma. However, students planning to continue their education in any four year college are encouraged to qualify for the Advanced Regents Designation diploma. Qualifying for the Advanced Regents Certified diploma does not guarantee entrance into such a college.

Since the Superintendent must confirm that all students receiving a diploma have met the above requirements - those students not meeting requirements cannot participate in graduation exercises. (Board Minutes of 6/4/80).

REQUIRED STATE EXAMINATIONS

2026-2027

GRADES 9-12

Grade Level	Required State Assessments
9	Life Sciences: Biology Regents* (one science Regents required)
9	Algebra Regents* (one math Regents required)
10	Global History & Geography Regents*
11	U.S. History & Government Regents*
11	English Regents*
NOTE:	* - Required for Graduation

DIPLOMA REQUIRED ASSESSMENTS

Regents with Honors-5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global Studies and Geography, US History and Government.
Regents with Advanced Designation-8 required Regents exams with a score of 65 or better as follows: 3 Math, 2 Science, ELA, Global Studies and Geography, US History and Government; and either a locally developed Checkpoint B World Language examination or a 5 unit sequence in the Arts or CTE.
Regents with Advanced Designation with an annotation that denotes Mastery in Math-Meets all assessment requirements for the Regents with Advanced Designation and, in addition, scores 85 or better on each of 3 Regents Examination in Mathematics.
Regents with Advanced Designation with an annotation that denotes Mastery in Science-Meets all assessment requirements for the Regents with Advanced Designation and, in addition, scores 85 or better on each Regents Examination in Science.
Regents with Advanced Designation with Honors-8 required Regents exams with a computed average score of 90 or better as follows: 3 Math, 2 Science, ELA, Global Studies and Geography, US History and Government; and either locally developed Checkpoint B World Language examination with a score of 65 or a 5 unit sequence in the Arts or CTE.

ACADEMIC INTERVENTION SERVICES

Pupils who score below the State Reference Point on any state assessment, must be provided appropriate academic intervention. A student who scored below a 65 on any Regents Exam must be provided with academic intervention in those areas for students in grades 9-12.

Each pupil will be provided academic intervention, and the parent or guardian of the pupil, must be notified in writing of the academic intervention results and the plan for academic intervention.

*Students may miss one day from Band and/or Chorus per cycle to attend AIS 5th period. They will still receive full credit for these courses.

REPORT CARDS AND GRADING

Report Cards

Report cards are issued 4 times a year. The report card is intended to give the parent and student an indication as to his/her academic progress. Parents are asked to sign the report card envelope as evidence of having seen it before it is returned to school. If a parent desires additional information concerning any phase of his/her child's progress, it may be obtained by calling the School Counselor (607-432-2050 ext. 1240). A conference between parent and school counselor and teacher(s) may be arranged if necessary.

Grade Reporting

The passing grade at Laurens Central School is 70%; 65% on Regents examinations. Students who attain these grades in their respective subjects will be granted the appropriate unit of credit for the course. There will be a numerical grade for each subject every marking period. The grade is the average of the pupil's score for that period based on oral recitations, homework projects, papers, reports and written tests.

Students (Transferring) Entering From Other Schools Throughout the Year

1. Their grades will be received on face value.
2. Their grades will be recorded on the report card and in PowerSchool by the Counseling Department.
3. If the school is on a ten week marking period, then there is no problem. If the school is on some other marking system (i.e. 6 week marking period) then the grade will have to be adjusted to meet our needs.

1. (10)	1. (6)
	2. (12)
2. (20)	3. (18)
	4. (24)
3. (30)	5. (30)
4. (40)	6. (36)

4. Their grades must be computed with all grades earned at LCS when computing the final grades for a course.
5. Teachers must transfer (to their class register and to the PowerSchool Grading System) al grades posted on the report cards for transfer students.
6. If the school from which the transferring student comes uses letter grades, one of the following conversion scales will be used, whichever coincides best with the forwarding school's intent.

A	97	A+	99
A-	92	A	96

B	88
B-	85
C	80
C-	75
D	71
U	60

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 passing grade between 65 and 70, then the grades will be converted to our 70% scale.

Transfer Grade	LCS
100	100
95	96
90	91
85	87
80	83
75	79
70	74
65	70

HIGH HONOR/HONOR ROLL

Determination there of:

1. Students attaining an overall average of 93.0% and above will qualify for the High Honor Roll.
2. Students attaining an overall average of 85.0%-92.9% will qualify for the Honor Roll.

Criteria:

1. Students must be taking a minimum of 5 regular subjects plus physical education.
2. No incompletes.
3. AM/PM students must be taking a minimum of 2 regular subjects plus physical education.
4. Independent Study - students on independent study will receive a regular grade every 10 wks.
5. Inclusion on the High Honor Roll of students taking college courses will be determined by the time at which grades are issued for such courses.

Computation:

1. 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.
2. BOCES grades will be weighed according to the number of units earned.
3. Band, Chorus, and Physical Education will be weighted .50

FINAL EXAMINATIONS

Final examinations are required in all courses. For courses which have a Regents exam, students must take the Regents and a final exam. The higher score will be used to calculate the final overall average for that course

COMPUTATION OF A FINAL GRADE

1. Add up the 4 quarter grades and the final test mark.
2. Divide the resulting figure by 5.
3. The result of #2 becomes the final average for the year.

70	1st quarter mark	Example
68	2nd quarter mark	360.00 ÷ 5 = 72.00
74	3rd quarter mark	
73	4th quarter mark	
75	Final test grade	
360		72 is the final average for the school year.

COMPUTATION OF BOCES CAREER & TECHNICAL EDUCATION PROGRAMS GRADES

1. BOCES is on a 10-week marking system.
2. BOCES passing grade is 65%. Grades will be converted to our 70% scale.
3. Successful completion of the BOCES course earns 3 1/2 credits per year.

RANKING

All students will be ranked at the end of the junior year. This rank will be used for the purpose of transcripts. Students will be ranked again at the end of the first semester of their senior year for the purpose of determining the Valedictorian, Salutatorian, midterm reports and the Clark Foundation Scholarships. Rank is based on the average of all subjects, except Student Assistant Program (YTY)

College courses will be converted to Laurens Central School credit at the rate of 1 unit of credit for each 3 credit hours of college credit.

A. Procedure concerning students taking college courses while at Laurens Central School

In order to reflect the more demanding college level course requirement, the following adjustments will be made:

1. 2 points will be added to college course final averages for all colleges.
2. This grade adjustment affects ranking, and is reflected on the transcript.
3. It is indicated on the transcript that the course was college level and where it was taken.

DEFICIENCY REPORTS

The school district reporting period is established on a 10 week reporting period. It is clear and understandable that parents of students performing below grade expectations should not have to wait ten weeks to receive an informal report regarding their child.

Ineligibility reports are mailed home every two weeks notifying parents of students who are performing below grade level expectations.

At the 5 week interval of the 10 week reporting period, teachers may also notify parents of all students who are performing below grade level expectations. This will be in writing.

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 parent(s) and teacher be established and maintained through periodic written reports, parent-teacher-(student) conference(s) and phone conversations.

INCOMPLETE GRADES

1. Incomplete grades CANNOT be assigned as a final grade.

2. If it becomes necessary to issue an incomplete as a temporary final grade, teachers must first consult with administration and agree upon the course of action.

3. 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.

4. Teachers are responsible to notify the Counseling Dept. for all resolutions of incomplete grades within the two-week period.

5. Class register and report cards are to be marked in pencil "INC". If the course requirements have not been completed during a particular marking period. This "INC" must be removed as noted above or it automatically reverts to a maximum failing grade of 60.

6. Teachers who issue "incomplete" must make suitable comments in class registers.

ADMISSIONS REQUIREMENTS TO REGENTS EXAMINATIONS

All pupils who have completed, in an approved school, the course of study leading to a Regents examination have the right to be admitted to that Regents examination. In the case of a science Regents examination, only those pupils who also have met the laboratory requirements may be admitted. If the pupil is enrolled during the regular school year in an approved high school other than the school in which the examination is to be administered, the written permission of the principal of such other school is required. The school administering the examination may require pupils from another school to provide adequate prior notice, present satisfactory personal identification, and pay a reasonable fee to cover administrative and rating costs. Persons who have not completed Regents courses may be admitted to Regents examinations for the purpose of demonstrating academic proficiency acquired through independent, out-of-school or other study, at the discretion of the principal of the school administering the examinations. Schools should develop local criteria for the admission of such persons to Regents

examinations and for the granting of credit to those who pass the examinations. In the case of the science Regents examinations, the laboratory requirements must be met before admission to the examinations. These requirements can be met through industrial and commercial experiences or by completing the necessary number of school laboratory exercises.

LOCAL CRITERIA FOR ADMISSION OF STUDENTS TO REGENTS EXAMS WHO HAVE STUDIED THE SUBJECT MATTER FOR WHICH THE REGENTS IS TO BE WRITTEN VIA: INDEPENDENT STUDY AND TUTORING

I. Independent Study
   A. The terms and conditions that will qualify a student to petition for independent study are:
      1. When Laurens Central School does not offer the course.
      2. When a mandated or elective course cannot be arranged into a student's schedule.

   B. Student must file for such consideration and receive approval prior to September 10th of any given year.

   C. The sponsoring organization must be accredited by:
      1. The State Education Department where the sponsoring agency is located.
      2. One of the recognized college Associations i.e. Middle States, North Central, etc.

II. Tutoring
   A. Summer

      1. The tutor must be approved in advance by the administration. She/he should be a certified (New York State) and competent teacher.
      2. The tutor must meet with the regular (elementary-room, secondary-subject matter) teacher (if possible) and the administration to outline what the student needs to be included in the tutoring process.
      3. The tutoring process should include:
         a. Elementary - one hour a day for a 6-week period with approximately 2hours of work assigned for each hour of formal tutoring.
         b. Secondary - must be a minimum of 90 minutes per class time and three hours outside work daily.
      4. The student weaknesses should be evaluated through a formal testing process before and after the term of tutoring.
      5. The tutor will keep all work of the student(s) in an individual file to be turned over at the end of the process to the administration.

These rules and regulations are reasonably consistent with the requirements set up by the formal summer school and/or Commissioner's regulations relating to home-bound teaching.

REPEATING A COURSE/OPTIONS AVAILABLE

I. The possibility of attending summer school to repeat a course should be considered.
II. A student who fails a year long course will be required to:
   a. Repeat the first semester of the course

b. If, at the end of the 1st semester (2 grading periods) the student:
   1. has an average of the two marking periods of 85 or better, and
   2. can write and pass the final exam for course; OR: For 7th & 8th grades: receive administration approval and achieve the minimum competencies in the subject, then

c. The student will have earned a passing grade, and received credit (if necessary) for having satisfactorily completed the course.

III. 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.

DOUBLING

1. To be eligible, the student must have a minimum average of 90% in the course of study. This is only done for the purpose of other educational options such as a Foreign Exchange Program or enrollment part-time in college level courses.
2. Students taking two courses in the same subject at the same time must receive prior approval from the teachers involved, a positive recommendation for doubling from the School Counselor and final approval from the Building Principal.
3. Students taking two English or two Social Studies courses must maintain a passing average in both courses or the student will have to drop the upper level course at the end of any ten week marking period.
4. This policy does not apply to students who have failed a course.

SUMMER SCHOOL

All Prerequisites, including seat time requirements, course Prerequisite and term paper/projects, must be satisfied in order to attend summer school for that course.

AUDITING

There are two general courses of action regarding a student auditing a course. A student may audit a course by:

1. The consent of the instructor:
   a. Before auditing a course, students must obtain the approval of the Superintendent.
   b. The instructor determines the regulations for participation by the auditee(s).
2. A change in the student's status in a course throughout the year depending on: (any one or combinations of the following)
   a. Academic standing
   b. Attendance requirements: and/or
   c. A student's voluntary request for auditing status

When a student audits a course, an explanation will appear in the comment section of the report card in place of the grade and grade points. Auditing a course provides the following privileges:

1. A student may enroll and attend a course of study.
2. A student may participate in all activities of the course contingent on the instructor's

requirements.

3. A student who audits a course will NOT receive credit for the course.
   a. In order for an auditing student to receive credit for a course, the student must RETAKE the course.

INDEPENDENT STUDY COURSES

Policy Regarding Independent Study Courses

Any independent study courses, approved by accredited institutions, must be pre-approved by the Counseling Department and Building Principal to be considered for acceptance. All prerequisites and requirements must be met and a satisfactory grade must have been achieved.

CARNEGIE UNITS

In grades 9-12, students earn Carnegie units in each course. Credit is granted when the student attains at least an average of 70 in a course. In a Regents level course in which a State Regents examination is given, the final grade for a course is computed by using the higher score of either the Regents or final exam. Both the Regents exam mark and the final grade will appear on the student's permanent record and transcript. Should a Regents exam mark be failing, but course credit is earned, the student must pass the Regents exam for Regents credit or receive non-Regents credit in that subject area.

GRADE CLASSIFICATION

HIGH SCHOOL PLACEMENT REQUIREMENTS

Aside from required courses that the student must take through his four years of high school, there is a set classification of grade level status according to the amount of units earned each year. The following gives the minimal amount of unit credit through high school.

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

"Senior" students who began the year in an 11th grade homeroom will be re-evaluated at the end of the first semester for possible grade reclassification. Students who have failed one English class and/or one Social Studies class, but are on track to graduate with their cohort, will be allowed to participate in their cohort's extracurricular activities and fundraising

STUDENT COURSE LOAD

The required load of a program for a full-time student is a minimum of six units per year (semester) including physical education. Students involved in athletics also must take a minimum of six units per year (semester) including physical education. Students in work-study need three units or students taking college classes need two or three units depending on the number of college classes.

PLANNING FOR EARLY GRADUATION

Four years (or eight consecutive semesters) is the normal term for high school education. At the conventional time of graduation most students are seventeen, or have just turned eighteen years of age. We all recognize the importance of this period of growth, both mental and physical. Life is difficult enough without rushing into the unknown world prematurely. All students can gain much through a variety of experiences in a comprehensive high school.

Although early graduation is not particularly encouraged, the student does have the option of completing "the requirements" for graduation earlier than his scheduled commencement. The flexibility of our current program at Laurens Central School can accommodate this option. However, the student and parents should give this alternative very serious consideration.

In order to accomplish this option, the student in consultation with his parents and his school counselor, should develop a plan or a program. This program must include all the courses necessary and the appropriate tests to meet graduation requirements, regardless of the type of diploma desired.

The APPROVED program is required no later than June 1st for the following fall semester and under special considerations no later than January 1st for the following spring semester. Approval involves written permission by the student's counselor, the parents and the Building Principal of Laurens Central School.

The proposal originates with the student and should carefully develop a sound educational plan that would serve the greatest benefit of the individual student. Guidelines which will be considered by the counselor and the principal are the following:

1. Parental consent

2. Demonstrated scholastic performance (academic achievement commensurate with ability)

3. Respectable record of attendance

4. Factors of maturity, planning and goals in line with reasonable accomplishment

5. Rationale in planning for post high school activity e.g. educational and/or vocational training, gainful employment, or other meaningful goals.

The previous procedure has been developed to give consideration to those students where good educational reasoning may best serve the individual student.

Participation in June commencement exercises is encouraged for those seniors who may terminate regular attendance in January of their senior year. Students who plan to complete requirements to be graduated upon completion of their junior year are expected to participate in June commencement exercises.

RELEASE FOR WORK

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 follow 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 counseling office with either a copy of their work schedule that is authorized by the employer, or a 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 the school of any employment change immediately.
10. Notify the 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 Counseling Department and Building Principal for approval.
12. Complete and follow the attached "Student Contract: Release for Work," prior to starting work release schedule.
    *See Appendix E for a copy of the Release for Work Form

RELEASE FOR COLLEGE CLASSES

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 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 counseling office with college schedule and proof of course admittance.
4. Secure parental permission and signature on proper form.

5. Provide your 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 Counseling office and Building Principal for approval.
10. Complete and follow the attached "Student Contract: Release for College Courses," prior to start the college course release schedule.
    *See Appendix F for a copy of the Release for College Courses Form

COMPULSORY EDUCATION LAWS

On June 23, 1992, the Governor signed into law Chapter 198 of the Laws of 1992. This provision amends Education Law Section 3205 and clarifies the age at which a child is subject to compulsory education. The law became effective July 1, 1992. Under the new law, children who turn six during the school year are required to attend school at the start of classes in September. Since the school year extends from July 1 to June 30 (Education Law Section 2(15)), children who turn six between July 1, 1993 and June 30, 1994, for example, are required to attend school beginning September 1993. Children who turn 16 during a school year continue to be subject to the compulsory education laws until the end of that school year.

SUBJECT WITHDRAWAL

(Dropping a Course)

When considering the withdrawal from a course, the following Board of Education Policy (1991) is in effect:

A student may not drop out of a class once 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 shall determine the level of achievement in consultation with the teacher.

WITHDRAWAL FROM SCHOOL

As a matter of school regulations, any student who wishes to withdraw from school must adhere to the following procedure:

1. Secure a Withdrawal Notice from the Counseling Office.

2. The withdrawing student's parent/guardian must first sign the withdrawal notice granting permission for the student to withdraw. In addition a phone call may be placed to the parent or guardian for further confirmation regarding the student's intention to withdraw.
3. The next signature that the student must obtain is that of his/her school counselor.
4. The third signature that is necessary for withdrawal is that of the Superintendent.
5. After the student has obtained the above mentioned signatures the student must proceed to secure the signatures of all of his/her teachers, returning any books, supplies or equipment belonging to the class or school.

6. After all signatures have been obtained, the withdrawal notice must then be returned to the counseling office to be permanently recorded and filed.

CONDITIONAL RE-ENTRY

Students who have withdrawn (dropped from school); having had a problem conforming to the disciplinary code as outlined in the Student Handbook cannot reenter Laurens Central School without having a parent conference with the Building Principal and/or Superintendent and completing the Conditional Re-entry form. Having agreed to the terms and conditions of the student re-entry and completing the Conditional Re-entry Form signed by the parents and student the procedures of re-entry may go forward.

PROGRAM COMPLETION

A student must pass the NYS TASC and complete the program agreed upon by the date of graduation to participate in the graduation ceremony. If a student starts an occupational program in the fall and passes the TASC before the completion of the school year, he/she is required to complete the occupational program in order to participate in the graduation ceremony. No student may take the TASC until their cohort class graduates.

PARTICIPATION IN GRADUATION CEREMONIES

1. A student completing an alternative program may participate in the graduation ceremony, if it is the Students' regular graduation class. A student cannot participate in a ceremony if it is before his/her regular graduating class.
2. Names will be listed in the graduation program.
3. Pictures will be included with the seniors in the Yearbook.
4. Participation in senior activities will be allowed if it is the student's regular senior class and has participated in class money raising activities.

WORKING PAPERS

Working papers may be obtained through the School Counseling Office. Those who anticipate the need for working papers in the coming year and do not have working papers must have a current physical. If working papers are needed and you have not had a school physical, you must go to your family doctor and pay for the physical. Think now, save later.

2026-2027
DEPARTMENTAL OFFERINGS

ART

Ceramics 40 weeks 3x cycle 1/2 credit Grade 9-12

Ceramics is an elective designed to provide students with the opportunity to develop a basic knowledge of ceramics, hand building, and an introduction to wheel work. The course encompasses all ceramics related skills. Activities will be individualized according to the ability level of each student.

Studio Art 40 weeks 1 credit Grade 9-12

Studio in Art is a foundation course designed to meet both the needs of students who want to broaden their general education by increasing skills, understanding and appreciation of the visual arts and those that intend to major in art. This course provides students with an overall knowledge of art medias, techniques and principles, including but not limited to, printmaking, painting, drawings, sculpture, photography, and new media.

Studio Art 2 40 weeks 1 credit Grade 10-12

This class builds on those skills already established through Survey of Art or Studio art.
PREREQUISITE: Student must have passed either Survey of Art or Studio art to take Studio 2.

ENGLISH

English 9 40 weeks 1 credit Grade 9

English 9 is primarily a study of contemporary and classic literature with an emphasis on both analytical and creative writing. Types of literature studied include novels, short stories, drama, essays and poetry. Classics such as *To Kill a Mocking Bird, Raisin in the Sun,* and *The Odyssey* will be studied. An introduction to Shakespeare (*A Midsummer Night's Dream, The Merchant of Venice*, and *Romeo and Juliet*) will be a major focus of the course. Instruction will aim for student achievement and improvement of literal and inferential reading comprehension. Further emphasis will be placed on the study of literature as a vehicle to further students' understanding of literary terminology and enhance their vocabulary skills.
PREREQUISITE: English 8

English 10 40 weeks 1 credit Grade 10

In English 10, students will develop their writing skills and find their voices as writers. A primary focus will be on identifying literary devices and other writing strategies employed by authors and examining their impact on the narrative as a whole.
Prerequisite: English 9

English 11 40 weeks 1 credit Grade 11

In English 11, students will continue to develop the necessary skills to take the English Regents Exam. They will advance their argumentative writing skills, as well as their analytical writing skills.
PREREQUISITE: English 10

English 12 40 weeks 1 credit Grade 12

English 12 is centered around the theme of perspectives. In this class, students will read novels that explore this theme and question whether their perspective has changed through this exposure. Students will also prepare for their futures with resume writing workshops, scholarship essay assignments, a mock interview, and various other career planning exercises.

Mythology 40 weeks 3x cycle 1/2 credit Grades 10-12

Mythology is a half-credit course that explores tales, myths, and legends, ranging from Homer's *The Odyssey* to Appalachian folklore. This is a reading-intensive class, so be prepared to spend some time outside of class exploring the materials given. We will look at many adaptations of these myths and legends, including podcasts, movies, and even musicals.

FAMILY AND CONSUMER SCIENCE

Consumer Math 40 weeks 1 credit Grades 11-12

In this course, students will use math concepts such as basic order of operations, real numbers, percentages, measurements, calculator usage, fractions, decimals, ratios, and proportions to explore the "real-life" topics of taxes, personal finance, consumerism, housing, insurance, transportation, credit, investments, banking, travel, and fitness. This course uses a problem-solving and hands-on, project-oriented format.

Cultural Foods 40 weeks 1 credit Grades 9-12

Students will be able to identify food contributions of various European and Asian countries, and Mexico, as well as different regions within North America. They will learn how geography and climate influences food habits, and how food traditions are associated with different religions and holidays. Students will be able to apply appropriate cooking techniques in the preparation of typical foods for each country or topic studied.

Food Science 40 weeks 3x cycle 1 credit Grades 10-12

Food Science is designed to increase the student's knowledge of scientific principals and processes through the study of foods and nutrition. An in-depth understanding of science as it applies to food will assist students to understand the food industry as well as food preparation in their daily lives. Hands-on laboratory activities will verify the science concepts presented. This is a biology and chemistry based science class, NOT a cooking class.

High School Health 40 weeks 3x cycle 1/2 credit Grades 9-12

The Health Science courses are planned to help the student develop health concepts which are meaningful and relevant to the personal and societal needs of our times. Seven basic areas are stressed:

1) Diseases
2) Alcohol, smoking, drugs
3) Environment & consumer
4) First aid & safety
5) Family life
6) Growth, development, emotional health
7) Nutrition

*Parenting education required by NYS is included.

FOREIGN LANGUAGE

Spanish II 40 weeks 1 credit Grade 9

The Spanish II student will continue to speak, read, write, and to practice their listening skills. There will be varied activities and projects with props that the students will have to present in class. Culture will continue to be an important part of this course. Students will read, watch films and other materials to reinforce their knowledge of the Spanish culture.

PREREQUISITE: Spanish I

Spanish III 40 weeks 1 credit Grade 10

Spanish III is a continuation of Spanish II. Students will continue to work on practicing the skills of speaking, reading, listening and writing in Spanish. The students will prepare to take the Spanish comprehensive examination.

PREREQUISITE: Spanish II

College Spanish 40 weeks 1 credit Grade 11-12

A continuation of Spanish III; review of basics: emphasis on subjunctive mood, idiomatic expressions, and beginning readings in Spanish and Spanish American culture. (From College Catalog)

PREREQUISITE: Spanish III or equivalent or instructor's permission.

French II 40 weeks 1 credit Grade 9

The French II student maintains an active, participatory involvement in the learning process. At this level, although the creation and acting out of class stories is still the heart of the curriculum, students begin to participate in class discussions in French. Students continue to read interesting materials, watch culturally relevant films and shows, and develop their writing skills.

PREREQUISITE: French I or equivalent study

French III 40 weeks 1 credit Grade 10

The French III student continues to work on the skills of speaking, reading, writing and listening in French which are essential to communication. The course continues to have an active, participatory focus. The development of student writing takes a more important role in French III, as does class discussion.

PREREQUISITE: French II

College French 40 weeks 1 credit Grade 11-12

An intensive review of basic French grammar and language with emphasis on preparing students to take classes in the major. This course aims to help students develop a more thorough understanding of the basic grammatical structures of French and to expand their horizons through the study of more complex structures and vocabulary enrichment. Course activities are designed to increase proficiency in speaking, writing, reading, and listening.

PREREQUISITE: French III or equivalent or instructor's permission.

MATHEMATICS

The new mathematics curriculum for high school will consist of these courses; Algebra, Geometry, and Algebra II. Each course will have its own Regents exam. One of the chief goals of this program is the integration of the various branches of mathematics: namely Algebra, Geometry, and Trigonometry.

A second goal of this program is to give students a useful and enjoyable experience with mathematics. With this in mind, two new topics, logic, and probability and statistics are incorporated into the curriculum.

There are several significant advantages in this approach to the study of mathematics.

1. Students see how the various branches of mathematics are related to each other and to other fields of study.
2. The spiral nature of the curriculum provides an ongoing review of previously learned mathematical concepts throughout the curriculum.
3. Students who complete their study of mathematics at the end of any year will have been exposed to a more representative and more useful selection of mathematical ideas than with the usual course of study.

Algebra I 40 weeks 1 credit Grade 9-12

In Algebra I, students will develop an understanding of functions and their relationship's to their graphs as well as their relationships to real-world situations. All types of functions will be studied, including, but not limited to, linear functions, quadratic functions, absolute value functions, square root functions, cube root functions, polynomial functions, etc. Descriptive Statistics will also be analyzed.

Geometry 40 weeks 1 credit Grade 10-12

Students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. NYSED Modules include: Mod 1: Congruence, Proof, & Constructions, Mod 2: Similarity, Proof, & Trigonometry, Mod 3: Extending to three dimensions, Mod 4: Connection Algebra & Geometry through Coordinates, Mod 5: Circles.

PREREQUISITE: Successful completion of Algebra 1 and passing grade on Algebra 1 regents.

Algebra 2 40 weeks 1 credit Grade 11 & 12

Students will build on linear, quadratic, and exponential functions. Extend their repertoire of functions to include polynomial, rational, and radical functions. Expand their abilities to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using logarithms. Modules include: Mod 1: Polynomial, Rational, & Radical Relationships, Mod 2: Trigonometric Functions, Mod 3: Functions, Mod 4: Statistics & Probability.

PREREQUISITE: Successful completion of Algebra 1 and Geometry. At least a 70 on the Common Core Algebra 1 and Geometry Regents exams.

Contemporary Math 20 weeks 1st Semester HCCC-3 credit hours 1 credit Grade 11-12

This course will explore some basic mathematical concepts of general interest and use to students in the liberal arts. Topics include inductive and deductive reasoning; techniques for solving problems; set theory; number theory and the real number system; and logic. Additional topics will be chosen from among the following: number representation and calculation; equations and inequalities; graphs, functions, and linear systems; consumer mathematics and financial management; geometry; counting methods and probability theory; and statistics. It is a half-year course.

PREREQUISITE: Successful completion of Geometry and the Geometry Regents.

Mathematical Statistics I 20 weeks 2nd Semester HCCC-3 credit hours 1 credit Grade 11-12

This course is designed to explore topics from descriptive and inferential statistics: graphing, measures of central tendency and variation, probability, Central Limit Theorem, estimation, the binomial distribution, the normal distribution, and hypothesis testing. There will be hands-on technology experiences

using a statistical software package.

Pre-Calculus 40 weeks HCCC-3 credit hours 1 credit Grade 11-12

Students will build on their work with trig and functions. Course is bridge from high school math to Calculus. Course will investigate all types of functions, conics, and introduce calculus topics like the limit. Much more time will be given to applications than in previous math courses. Class is now offered for college credit through Herkimer College. Currently a 1 – year course.

PREREQUISITES: Successful completion of Algebra 1, Geometry, and Algebra 2.

MUSIC

Concert Band 40 weeks 3x cycle 1/2 credit Grades 7-12

Attention will be given to providing musical experience that is educative and leads to an aesthetic experience. Through the instrumental program the qualities of citizenship, character, responsibility, can be developed through group instruction. The importance of music is not fixed. It is subjective, personal and creative. The repertoire of every individual in instrumental ensemble playing - concert band, marching band, jazz band, ensembles - as well as solo work will be expanded. The subject matter to be covered in instrumental lessons will be scales, keys, musical terminology etudes, and studies as well as band music. A weekly instrumental lesson is required. Practice is required.

Concert Chorus 40 weeks 3x cycle 1/2 credit Grades 7-12

The major objectives are to expose students to a variety of musical styles in choral literature, to develop an appreciation of these styles through performance and develop musical abilities. A variety of choral music will be used. Attendance and cooperation at rehearsals and concerts, and practice of music at home is required. Students are not graded on "skill," but on their own personal growth throughout the course. Students must participate in one vocal lesson per cycle. Extra-curricular possibilities including Area All-State, All County Festivals and NYSSMA, Vocal Jazz, and the annual LCS Cabaret.

Song Writing Introduction 40 weeks 1/2 credit Grades 10-12

In this class students will be learning about different musical forms and how to analyze those forms, musical notation styles, basic chord progressions, and ultimately how to write music in a practical manner. Students will explore different methods of documenting their original songs and learn how to properly protect their intellectual properties while simultaneously learning how composers currently write music.

Music Theory 40 weeks 1/2 credit Grades 9-12

Music Theory introduces students to the fundamental elements of music. Topics include reading musical notation, understanding rhythm and meter, note values, scales, key signatures, intervals, basic chords, and chord progressions. Through hands-on activities and listening exercises, students will develop the skills needed to read, understand, and perform music with greater confidence.

SCIENCE

Physics 10 40 weeks 1 credit Grades 10-12

Physics is the study of the physical world, ranging from subatomic particles to the universe itself. We study the nature of matter and energy, and how they are related. Knowledge of the principles and concepts on which physics is based, solving practical problems becomes more meaningful, rather than

being only a mathematical exercise. Skills developed by analyzing and solving problems will be useful to students who pursue further education beyond high school, and are valued by employers in the workplace. Students' exploration of hands-on laboratory activities will lead to a discussion of physical phenomena. Discussions will help each student develop formal models of the physical world and its properties. State-administered lab session is required for the Regents exam, in addition to a requirement of 30 hours of laboratory experience, proven by written lab reports.

Chemistry 40 weeks 1 credit Grades 11/12

Upon completion of this chemistry course the student will be able to predict the results of many chemical reactions, be able to determine concentrations of solutions and know the elements of the earth and characteristics of each. He/she will be able to use the periodic table and many chemical laws to chemical processes occurring around us each day. He/she will have a solid foundation for college chemistry. The following topics will be covered: the science of chemistry, atomic structures, and the periodic table, chemical reactions, organic chemistry, Oxidation-Reduction Reactions, electro chemistry, chemical bonding and nuclear chemistry. There is a requirement of 30 hours of laboratory experience, proven by written lab reports.
PREREQUISITE: Algebra/Living Environment or Earth Science

Paleontology Introduction

This course is an introductory class on paleontology and its theories. Students will be learning bout what a paleontologist does, the history of paleontology, and modern understandings of evolution and the classification of species. Student will go through a survey of all life from the Cambrian Era to the Cenozoic Era, learning about anatomy, environmental biology, and how certain evolutionary adaptations paved the way to life as we see in the modern era.

HS STEM 40 weeks 1 credit Grades 10-12

This class will explore the fields that make up the acronym STEM. In this class, we will solve problems in coding, robotics, simple machines, alternative energy, civil engineering, and more. Science and Math provide the content knowledge we apply using Technology to solve problems through the process of Engineering. Students will use a hands-on approach to solve problems all while learning the best process to persevere and develop appropriate solutions.

SOCIAL STUDIES

Global Studies I 40 weeks 1 credit Grade 9

Global I begins with the study of geography, early man, and the Neolithic Revolution. Students will study history chronologically as they explore the rise and fall of empires, emergence of belief systems, and the building of the modern world. The course ends with a survey of the Age of Exploration and emergence of colonialism. Students will examine history through two competing historical lens; idealism and materialism. This course requires extensive essay writing as students use documents to build claims independently. (Early Man-1750)

Global Studies II 40 weeks 1 credit Grade 10

Global II begins with the rise and fall of Kings, Revolutions in both thought and action, and the building of nation-states. Students continue the chronological study of history and sharpen their writing skills. The course examines both World War I and II, the rise and fall of imperialism, the cold war, and

discusses modern day issues of the global world. Students take a NYS Regents exam based on content and skills developed in this course. (1750-Present day)
PREREQUISITE: Global Studies I

U.S. History & Govt. 40 weeks 1 credit Grade 11

The students will learn about American society, government, economics and foreign policy with emphasis on the constitution and the period from 1877 to the present. The students will discover the historical background for the conditions of today so they can more clearly understand today's issues. Students will take the NYS U.S. History and Government Regents exam at the end of the year.
PREREQUISITE: Global Studies I

American History I 20 weeks 1st Semester HCCC-3 credit hours Grade 11

This course is designed to develop the student's awareness of the political, economic, social and intellectual history of the United States. Emphasis is placed on the European background, the founding of the American colonies, and the establishment of a new nation and the testing of the union. The approximate time period covered is Discovery to Civil War (1492-1865).

American History II 20 weeks 2nd Semester HCCC-3 credit hours Grade 11

This course examines the reconstruction of the South, the effects of industrialization, the reform movements of the twentieth Century and the emergence of the United States as a world power. The approximate time period covered is Reconstruction to Present Day (1865-2025).

Government 12 20 Weeks 1st Semester 1/2 credit Grade 12

The students will study the American governmental system at local, state and national levels. Particular emphasis will be on the analysis of the public policy issues. Each student will research 3 current issues and submit a paper containing a step by step analysis of those issues with a proposal for resolving the problem.
PREREQUISITE: U.S. History & Govt

Economics 20 Weeks 2nd Semester 1/2 credit Grade 12

The student will study about the workings of a capitalist economy including such things as supply and demand, opportunity costs. Banking, insurance, and stock market. They will aslo study the role of government in attempting to control inflation and eliminate unemployment, and topics relating to world trade, and comparative economic systems.
PREREQUISITE: U.S. History & Govt

Speech and Debate

Speech and Debate is designed to challenge students to think critically about the complex issues of the past and present. The course aims to be student driven, and problem-based learning focused. Students will begin the year by exploring the Kennedy Assassination. After this introductory topic, students will debate topics that are student led and chosen by the class.

Peer Mentoring 40 weeks 3x cycle 1/2 credit Grade 10/11

In this class students will learn effective strategies for becoming peer mentors and leaders. Students will show an understanding of themselves and identify the needs of peers. Students will work directly with younger students as well as participate in leadership conferences.

DRIVER EDUCATION

Driver Ed 20 weeks Grades 10-12

The objectives of the course are to teach safe driving techniques and good defensive driving skills. Proper knowledge of the rules of the road and understanding of the facts of driving will also be taught. The course will cover learning skills in all phases of driving such as parallel parking, K-turns, signaling and the rules of the road. A student must be sixteen years of age and have a valid learner's permit before starting this course. There is a fee to take this course.

Student Assistant/ Staff Helper Program (YTY)

Student Assistants/Staff Helper Grades 8-12

This is a unique opportunity for students to work with an elementary or secondary teacher, elementary students, or other Laurens Central School staff members. Each student must discuss with the teacher/staff person, the expectations and outcomes of the assignment and program, as well as success in meeting these defined outcomes. From this discussion, a contract detailing the duties and responsibilities of the YTY student must be developed and submitted to the principal for approval. Students will not be placed in a YTY position without an approved contract. The YTY students will keep a daily log of their classroom activities and submit the log to the principal quarterly. Any student applying for a YTY position must have successfully completed the class in which they are seeking to participate, or an equivalent approved by the principal. YTY applicants must also be at least two years older than the predominant age of the students in the class to which they are assigned. Additionally, YTY applicants will not be placed into a classroom where enrolled students are close relatives of the YTY applicant.

PHYSICAL EDUCATION

Physical Education 40 Weeks (3x cycle) 1/2 credit Grade 9-12

The goals of this course are to develop and maintain maximum physical efficiency and to foster total fitness - physical, mental, emotional, social and moral. The knowledge and appreciation of the rules and regulations, and the history of activities and their evolution from various cultural backgrounds are also included. Learning to conduct oneself in socially acceptable ways and learning to enjoy wholesome recreation is also stressed. The physical education program is designed to meet the physical and intellectual needs which education and physical education in particular attempts to provide. Some of the specific areas covered are: ability to use leisure time effectively, an awareness of good posture, co-ed relationships and an awareness of habits and attitudes for healthful living.

Fitness 40 weeks (3x cycle) 1/2 credit Grades 10-12

Students will design a program based around their needs. They will be able to track their progress by downloading their daily workout on the computer in the wellness center office. Students will learn the proper use and care of the equipment, proper lifting and spotting techniques, names of muscles used, safety, nutrition and rest. The differences and benefits between cardiovascular fitness and training will also be covered. This class will be offered every other day due to the need for proper rest between sessions.

BOCES CAREER and TECHNICAL (CTE) PROGRAMS

Automotive Service Center Technician

Be prepared for an entry level position by enrolling in this two year program which trains students to repair and maintain a variety of vehicles. Students learn to locate mechanical problems through careful diagnosis and perform the necessary repairs using modern test equipment and tools. Through "hands-on" experiences and instruction, entry level skills are developed to help you enter the ever changing world of Auto Mechanics.

Building Trades

Learn the facts of the Building Trades in this two year program. Gain a basic knowledge of tools, methods/materials used in the Building Industry. Emphasis is placed on construction theory, blueprint reading and related math. Shop activities include construction of masonry, framing, roofing and siding. Students who satisfactorily complete this course will be prepared for entry level positions.

Culinary Arts

Immediate job openings are available in the area. This is a one/two year program in which students learn the skills needed for entry level jobs in the food industry. This course of study combines "hands-on" experiences & related theory to prepare students for employment.

Cosmetology

Enter the world of Beauty Culture in this two year program with instruction and practical experience in the skills necessary to be employed as a hairdresser. Students must fulfill the NYS requirement of 1000 instructional hours in salon ecology, trichology, haircutting, chemistry, biology, coloring, texturizing, styling, nail care, skin care, and business law. The successful completion of the program will enable the student to take the NYS Cosmetology Licensing Examination. Upon certification, students will be ready for an entry-level position in the cosmetology industry.

Health Occupations

This is a two year program for students who wish to explore exciting careers in the ever demanding health care field. Students will develop a knowledge base on how humans grow, learn and develop, beginning with conception and progressing through the development life cycle. Classroom theory receives strong support by application of knowledge learned in the nursing lab and in clinical settings. FOCUS Rehabilitation, Woodside Hall and Bassett Medical Center are program partners that provide professional clinical experiences for students in the program.

Natural Resource Occupations

This is a one or two year program with emphasis on heavy equipment operation and maintenance, forestry, soil conservation and outdoor recreation. Students become involved with forest and wood lot improvement, operation of chain saws, bulldozers, backhoes, and other equipment. Skidding, road building, water and drainage systems are incorporated in this program using the outdoors and the classroom for learning.

Visual Arts/Media Technology

One to two year program. Visual arts/media students work in a variety of Art mediums including fine art, design, animation, Claymation, web site design and computer graphics. Students may engage in internships with designers and artists in their area of interest.

Welding

This is a one/two year program which provides basic preparation in welding principles, including the use of welding equipment, tools, materials & operation. Students will learn techniques and procedures required to enter entry level employment in the welding industry.

Information Technology

This is a two year program providing students with the training and experience to learn information management procedures and systems operations. Students will develop skills related to the latest information processing tools and functions. Students receive hands-on skills and acquire worker traits that determine success.

Mechatronics and Robotics

This is a two year program providing students with the combination of mechanical, electrical, computer and automation knowledge to design, fabricate and prove automated systems for a wide variety of applications. Robotics is the use of mechanical and control systems to manipulate machines to perform specific tasks and human-like actions, using the FANUC Robot Platform and the Universal Robot Platform.

New Visions Health Care Professions

In a student's senior year, they can apply for this one year, full day health care professions program. Students are provided with the opportunity to work side by side with doctors, therapists, technicians and nurses as they explore career options while receiving evaluations and references from the professionals who are their mentors. In this program, students will accrue clinical hours required by some professional programs while learning about professional behavior, organization and independence while working to a high academic standard.

New Visions Engineering

This program covers the basics of many engineering disciplines and provides an in-depth look into some current and prospective engineering fields. Aside from offering the project based curriculum in engineering, students will have the opportunity to visit various industries where engineering is a key component. Field experience, job shadowing, and internships may be made available at off campus locations.

ATTENDANCE POLICY FOR BOCES CTE PROGRAMS-Effective August 1998

ABSENCES DURING THE 1st QUARTER:

1. After 2 absences, the student submits an appeal form to his/her instructor.
2. Student meets with the Principal at OAOC.
3. Parents will get a letter from the Principal at OAOC, and a phone call from the instructor. Copies of all correspondence will be sent to the student's home school.
4. After 3 absences, the student goes before the Review Board. That Board may recommend to the home school that they hold a Home School Superintendent's Hearing (Education Law 3214) to remove the student from his/her Occupational Education program.

ABSENCES IN 2nd, 3rd and 4th QUARTER:

1. After 2 absences, the student presents a written explanation to the instructor to explain his/her absences, why he/she should be allowed to stay in class and what he/she will do to improve attendance.

2. After 3 absences, the student will meet with the Review Board (if appropriate) and the recommendation may be made to the home school to hold a Home School Superintendent's Hearing, (Education Law 3214) to potentially drop the student from the program, or to continue to attend and have a reduction in transcript credits awarded by the home school

3. When a student's absences exceed 12 days for the year, he/she will not get a Complete Certificate. However, the student could continue to attend. This may result in a possible reduction in transcript credits awarded by the home school. The Review Board reserves the right to recommend a Home School Superintendent's Hearing (Education Law 3214) to remove the student from the course.

NOTES:

IEP students' (and Section 504 students) absences will be considered in light of their disability (see SED Ahern memo, 8/95, (32 Ed. Dept. Rep. 83)

Every student (all students with 3 absences) will go before the Review Committee in the 1st quarter.

Students who do not meet attendance requirements may not take the final exam.

The Review Committee will recommend make up work in exchange for excused absences but will not for unexcused absences.

The Review Board will be made up of Building Principal and the Work Placement Coordinator in each respective building. If the student has an IEP, a member of the Innovative Programs staff will sit on the committee.

GRADES 7 & 8
UNIT OF STUDY REQUIREMENTS

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. By the end of grade 8, a student must have completed the following units of study:

SUBJECT	UNITS REQUIRED
English	2
Social Studies	2
Mathematics	2
Science	2
Art & Music	1
Health**	1/2
Career & Technical Education**	1 3/4
Second Language	1 (2 units required by end of 9th grade)

* All schools required to offer second language in grades 8-12, September 1988.
**Requirements for Career & Technical Education may be started in 6th grade

7TH & 8TH GRADE ACADEMIC INTERVENTION SERVICES

AIS in reading, math, Social Studies and Science skills are arranged in small groups or individual instruction. Placement is based on N.Y. State Assessments and teacher recommendations. Students may miss one day from Band and/or Chorus per cycle to attend AIS 5th period. They will still receive full credit for these courses.

7 & 8th GRADE ACCELERATION PROGRAM

Students in the 8th grade have the opportunity to take high school courses in Regents Mathematics, and Regents Science. The student earns credit by earning a final grade of 70 or higher and successfully completing a Regents examination in the specific course.

Acceptance into an accelerated program will be determined by the Principal after receiving parent approval. Factors to be considered for acceleration may include:

1. Overall average in the corresponding subject area as applicable.
2. Score on the corresponding NYS assessment.
3. Teacher recommendation
4. Student maturity, attendance, and work habits

JUNIOR HIGH PROMOTION PROCEDURE
7th & 8th GRADE

1. If a student fails two (2) or more major subjects (English, Social Studies, Mathematics, Science) they must repeat the grade.

2. If a student fails one (1) major and two (2) minors he/she must repeat the grade.

3. If a student fails one (1) major and one (1) minor or just one (1) major they 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 receive a grade of 60 or better in the major class.

4. If a student fails one major course with a grade below 60, they must repeat the class, but will be promoted.

5. If a student fails two (2) or more minor classes but no majors, he/she will be promoted but must take the class if the grade was lower than 60. (as schedule allows)

OFFERINGS 7th & 8th GRADE

Art 8 40 weeks (3x cycle) Grade 8

Provides students with a basic knowledge of art medias and techniques, including but not limited to, printmaking, painting, drawings, sculpture, photography, and new media.

English 7 40 weeks Grade 7

English 7 is primarily the study of writing through literature. Students will learn to write formal essays through the study of novels and short stories in several genres. Reading and writing skills, in keeping with NYS standards, will be an important focus; in addition, students will study vocabulary daily and independent reading and research projects.

English 8 40 weeks Grade 8

English 8 will focus on literary essay writing through literature. There will be a strong focus on literary analysis in connection with both classroom and independently read novels. Reading comprehension and vocabulary skills will be emphasized. There will be an introduction to literary elements, including plot structure, conflict, point of view, setting, characterization, theme, style, symbol, and irony. The study of narrative, persuasive, and descriptive writing will supplement students' formal literary exposition.
PREREQUISITE: English 7

Essential Skills 7 40 weeks (3x a cycle) Grade 7

Essential Skills (ES) is designed to assist students with the transition between the elementary program and the junior high program. Essential skills will help students learn personal study habits and skills which will lead to efficient and effective learning of all subjects. This is a pass or fail course.

Family and Consumer Science (FACS) 40 weeks (3x cycle) Grade 7
40 weeks (3x cycle) Grade 8

Family and Consumer Science is designed to help adolescents live in a society of constant change by preparing them to meet present and future responsibilities as family, school, and community members, consumers, home managers and wage earners. A democracy is dependent upon citizenry which can make sound decisions, think constructively, solve problems, manage resources, and benefit from experiences. Broad objectives for the course in Family and Consumer Science are to:

1. Develop skills leading to effective decisions, problem solving and management in the home.
2. Develop concepts and skills basic to home and family responsibilities.
3. Develop personal skills which will enhance employment potential.

The broad objectives of the course are developed around the processes of decision making, problem solving and management as applied to three skill areas: Personal Development, Personal and Family Resource Management, and Career Planning.

French 7 40 weeks Grade 7

Students will learn to communicate in French. Classes are active and participatory. Classes focus on listening to the teacher and contributing to the language-building process of telling stories together. The beginning of the course, students acquire vocabulary by physically responding to the teacher's prompts. As students acquire more language, they maintain a physical involvement with the process of learning by acting out the class-created stories. Students are involved through songs, drawing and

acting. Emphasis is on speaking and active participation in class. Elements of culture are introduced through films, excerpts from television shows, and readings.

French I 40 week 1 credit Grade 8

Students will continue to focus on communicative activities. The classes are active and participatory. Classes focus on listening to the teacher and contributing to the language-building process of telling and embellishing stories together. As student's progress through the year, there is more emphasis on writing. Grammar is introduced only as a means of assisting in the goal of communication, not as a goal in itself. Emphasis remains on speaking and active participation in class. Cultural elements are introduced through films and readings. Students participate in creation and production of dramatic works in class. Students who were not in French 7 are able to catch up and participate with some extra effort.

Health 7 40 weeks (3x cycle) Grades 7

The Health Science course is part of our comprehensive health curriculum. The courses taught are planned to help the student make wise decisions regarding their own personal health habits. Included in the course are the following conceptual areas: Human Growth & Development, Emotional Health, Nutrition, Healthful Life-styles, Diseases and Disorders, Alcohol Tobacco and other Drug Substances, Family Life Education, Environmental Health, Consumer Health, Safety, First Aid & Survival, and Community Health. A significant part of class is devoted to Family Life Education and Parenting.

Math 7 40 weeks Grade 7

This course aims to build upon skills and understandings gained in the 7th grade. The topics begin to follow those found in the Math A Regents course and gives the students earlier exposure to the Math A material. Thus, more time to complete the Math A course. This Math A material is an Integrated Algebra I, Geometry course and puts special emphasis on clearly written solutions to real life problems.

Math 8 40 weeks Grade 8

This course is designed to directly prepare the students for the new Integrated Algebra course in 9th grade. It covers all the basic manipulations, solutions, and methods of Algebra, as well as the fundamentals of geometry. The written presentations of solutions is of primary importance and active class participation is required.

Music 7 40 weeks 3x cycle Grade 7

This course exposes students to a variety of musical styles and mediums. It will develop an appreciation of these styles through exploring, listening, and creating. Major units in this course focus on music history, composition, listening analysis, music research, and a continuation of music theory practices learned in previous grades. This class fulfills the music requirement for seventh grade, but may be supplemented with either band or chorus.

Spanish 7 40 weeks Grade 7

Students of the Spanish language will learn to communicate in Spanish. Speaking will be the most important skill the 7th graders will concentrate on. They will be able to ask and answer questions in Spanish. They will read and also write in Spanish. They will learn the culture of the Spanish speaking world. The students will learn culture from reading and through movies and videos.

Spanish I 40 weeks 1 credit Grade 8

The students of Spanish I will continue communicating in Spanish. Students will sharpen their listening and writing skills during this year in preparation for the Proficiency exam in June. Culture will continue to be a very important part of this course.

PREREQUISITE: Spanish 7

Life Science 40 weeks Grade 7

This course is designed to introduce students to various dimensions of the living environment. Students will develop general laboratory skills and problem solving using the scientific process. Units of study include cells and cellular processes, evolution from the science perspective, human physiology and ecology. A notebook will be required with various project requirements over the course of the year.

Physical Science 40 weeks Grade 8

This course will consist of introductory material of the physical sciences: Earth Science, Chemistry, and Physics. Students will refine their general laboratory skills and problem solving using the scientific process. A notebook will be required with various project requirements over the course of the year.

US & NY State History I 40 weeks Grade 7

An in depth chronological study of American History from the pre-Columbian period to the Civil War. Emphasis will be placed on the basic principles upon which our nation was founded. Major themes will include European Exploration, Colonization, the American Revolution, the US Constitution, Sectionalism, the Civil War, Reconstruction, and New York State History. Study skills, writing DBQ essays (Data Based Questions), and the interpretation of maps, charts, graphs and primary documents will be included.

US & NY State History II 40 weeks Grade 8

An in depth chronological study of American History from Reconstruction to the present day US History. Emphasis will be placed on major changes in US History. Major themes will include Immigration, Social Reforms, World War I and II, the Great Depression, the Civil Rights Movement, the Cold War, and the Vietnam War. Study skills, writing, DBQ (Data Based Questions) essays, and the interpretation of maps, charts, graphs and primary documents will be included.

GLOSSARY OF TERMS

Unit/credit - measure of school credit. Except in physical education. Students one unit of credit for completion of work covering the two semesters in a course meeting daily for one class period: student receive 1/2 unit of credit in a one semester course.

Prerequisite - The requirement which must be met before going on to an advanced course in the same subject area.

Major sequence - a minimum of 3 units in one subject area, exclusive of English and Social Studies.

Required course - courses which students need in order to meet graduation requirements

Electives - courses taken by choice. These courses may be used to fulfill requirements such as the major sequence or they may be used simply for the student's enrichment or enjoyment.

Regents credit - unit credit is granted when the Regents examination in a subject is passed with a grade of 65% or better. In computing the final grade for a course in which the Regents examination is the final examination, class work is averaged with the Regents examination mark. 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 the class average and the failing Regents examination mark average is passing. This average will be considered the final grade for the local or school credit.

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

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APPENDIX A

LAURENS CENTRAL SCHOOL
INDEPENDENT PE PERMISSION FORM

For pupils in grades 10-12 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, Independent PE may be allowed. The student must also have parent permission.

The Independent activity must be under the direction of a certified instructor in the activity. A journal 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.

A journal will include a reflection of the day's activities and will be signed by the supervisor.

NAME OF STUDENT: _____

SIGNATURE OF STUDENT: _____

DATE: _____

PARENT SIGNATURE: _____
(Signature indicates approval)

DATE: _____

SCHOOL COUNSELOR APPROVAL: _____

DATE: _____

PHYSICAL EDUCATION APPROVAL: _____

DATE: _____

APPENDIX B

PHYSICAL EDUCATION/INDEPENDENT PE LOG
LAURENS CENTRAL SCHOOL
INDEPENDENT PHYSICAL EDUCATION
SUPERVISOR FORM

PLACE:_____

SUPERVISOR:_____

CONTACT PHONE
NUMBER:_____

DATE	ACTIVITY	SUPERVISOR SIGNATURE

APPENDIX C

LAURENS CENTRAL SCHOOL
SPORTS/PHYSICAL EDUCATION
REQUIREMENTS

Sports/PE: For students that are participating in a sport at Laurens Central School. For students that are participating in a sport at Laurens Central School and have a scheduling conflict between an academic class and a physical education 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 and participating on a Junior Varsity or Varsity sports team to waive their physical education requirement.

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. A pass/fail grade only will be given on their report card.

SPORT/QUARTER: _____ _____

_____ _____

_____ _____

_____ _____

PARENT SIGNATURE DATE

_____ _____

STUDENT SIGNATURE DATE

APPENDIX D

ALTERNATIVE SCHEDULING FOR SENIORS
RELEASE FOR WORK
STUDENT CONTRACT: RELEASE FOR WORK

Name: _____ Age: _____
Date of Birth: _____
Date: _____
Grade level: _____

Place of Employment:

_____
(name)

_____
(address)

_____

_____
(phone)

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 school counseling 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.

APPENDIX E

RELEASE FOR COLLEGE COURSES

STUDENT CONTRACT: RELEASE FOR COLLEGE COURSES

Name: _____ Age: _____
Print

Date of Birth: _____

Grade level: _____ Date: _____

College attending:

_____ (name)

_____ (address)

_____

Course(s) enrolled in: _____ (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.)

1, _____, 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 school counseling 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.)