

**Lake Placid  
Elementary School  
2018-2019  
Parent and Student Information Guide**

*including*

Student Attendance Protocol  
&  
Student Code of Behavior



*MISSION STATEMENT*

*As part of a distinctive Adirondack community, the Lake Placid Central School provides a welcoming, stimulating environment that inspires students to achieve their academic, physical, and social potential and to thrive in a dynamic global society.*

August 2018

Dear Parents, Guardians, and Students:

It is with great pleasure that I welcome you to the 2018-2019 school year at Lake Placid Elementary School. The Lake Placid Elementary School administration, faculty and staff are committed to providing our students a positive, beneficial educational experience rich in learning and community.

We ask for your support and co-operation as we strive together to make this school year a successful experience for our students and families alike. Included in our handbook are several procedures regarding attendance, code of behavior, technology protocol, and student clubs.

This document is required by New York State Education Law and developed by our school community to promote school attendance and a safe environment for our students. We ask that parents, guardians and students review this document.

If you have any questions or concerns during this year, please never hesitate to contact your student's teacher or myself. Please refer to our e-mail addresses and phone numbers included in this handbook.

Sincerely,

Sonja Franklin – Principal  
Lake Placid Elementary School



# LAKE PLACID ELEMENTARY SCHOOL: ATTENDANCE PROTOCOL

**Reporting an Absence:**

Please call **523-3640**, option #2 for the Attendance office.

**Please include:**  
 Your Name  
 Child's Name & Grade  
 Day/Date  
 Reason for Absence

*\* All absences require a parent/guardian phone contact or a note written by a parent/guardian.*

*Student attendance shall be in conformance with New York State and Lake Placid Central Schools Board Policies.*

**Expectations:** Students will be in attendance a minimum of 90% of the days school is in session. A letter of concern will be sent home after 10 absences.

**Attendance is critical to:**

1. Increase student success in academic course work. A lack of attendance may lead to poor performance, low grades and the possibility of recommendation for summer school.
2. Accurately determine the district's average daily attendance for state aid programs.
3. Verify compliance with compulsory education laws.

Start 8:25 a.m.    Dismiss 2:50 p.m.

The school day officially begins at **8:25 a.m.**, and ends at **2:50 p.m.**  
 After School Activity Period begins at 2:50 p.m. and ends at 3:25 p.m.  
 Late Bus Departs at 3:30 p.m.

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**Definitions**

**Absence** - Student is not in attendance for any time during school day.

**Half-Day Absence** - Student is in attendance for less than one-half of the school day.

**One-half (1/2) day of attendance is defined as follows:**

Elementary School    8:25a.m. to 11:25 a.m. or  
 11:25 a.m. to 2:50 p.m.

**Truancy** - All absences from school without parental knowledge or consent.

“When students improve their attendance rates, they improve their academic prospects and chances for graduating.”

**Punctuality and Attendance are Expected:** Parents and guardians are discouraged from allowing students to remain home due to inclement weather, transportation delays or other non-health related reasons. In addition, families should make every effort to schedule conflicting events such as doctor visits and vacations outside of school hours. It is important that the school knows whether a student is absent or has simply never reached the school; therefore, parents should notify the school office before 8:15am if a child will be absent for all or part of the day. Parents and guardians will be called at home or work if we do not receive a call in order to ensure that your child is safe. After an absence, the student is responsible for meeting with his or her teacher as soon as possible regarding missed assignments. If a student is absent more than three days, please call the office and make arrangements to pick up missed school work.

**Documenting Absences:** Students who have been absent from school must bring a note of explanation from their parent or guardian as soon as they return to school. If medical attention was required, a doctor's note must also be presented. For an injury requiring a student to be absent for more than five consecutive days, the school guidance counselor or school psychologist may be able to offer supportive services. Excessive absences will be documented and families will be notified if a pattern of behavior persists.



## Help Your Child Succeed in School: **Build the Habit of Good Attendance Early**

School success goes hand in hand with good attendance!

### **DID YOU KNOW?**

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

**Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.**

## **Student Drop-Off and Pick-up:**

Please use the Student Drop-Off entrance (playground loop) for:



Morning drop-off: Please enter the loop driveway. Allow the students to exit the vehicle at the sidewalk leading up the hill. Students will walk up the sidewalk, away from all cars, and enter through the main entrance.

Afternoon pick-up (**2:45pm** through **3:00pm**) **Please note:** For your child's safety all adults will be required to come to the pick-up door and sign out each student. If you know your child will be picked up regularly, please complete the form (included in the summer mailing) before the beginning of the year. Indicate who may pick up your child for the year. If the adult scheduled to pick up your child is someone other than that designated, please alert the office. In addition, if the adult is unknown to staff, they may be asked to present identification so please be prepared for this instance. Other instances will be handled on a day by day basis.

## **End of the Day Changes:**

If parents need to make any changes in the student's scheduled pick-up or drop-off location, a note must be sent into school or, for emergencies only, call the office **before 1:30pm**. Please DO NOT leave a voice mail, rather call again if no answer. The standard form can be found on the last page of this handbook.

## **Excused Absences**

A student shall not be counted as absent in the following circumstances *with written verification*:

1. Authorized school-sponsored absentee/program.
2. Death in the family.
3. Religious observations.
4. Extended educational leave opportunities granted at the discretion of the principal or their designee.
5. Subpoena to appear in court as a witness in a judicial proceeding, verification, in writing, by the parent/guardian upon student's return, further verification by the Subpoena.
6. Medical/dental appointments with verification, in writing, by the doctor's office.
7. Emergency situations will be evaluated as excused or unexcused by the principal or their designee.

### **Excused Absences counted each semester.**

1. Personal illness if excused by physician's note.

### **Unexcused Absences counted each semester.**

*A student shall be counted absent in the following circumstances:*

1. Family vacations.
2. Emergency situations will be evaluated as excused or unexcused by the principal or their designee.
3. Truancy.

**\* When a student has been habitually absent, notification shall be submitted to the school district attendance office, which may lead to referral to the Essex County Family Court (PINS) or a Child Protective Services notification/call**

**Signing Students Out Early:**

Students expecting to be released from school to attend an appointment must bring a note from a parent to give to the teacher in the morning. Please include in the note the time the student is to be released, the reason for the release and if returning, the anticipated time of return to school. Parents are **required** to come into the Elementary School Office to sign out and pick up their child.

**TARDY PROTOCOL**

**TARDINESS** occurs when a student is not in his/her assigned station when the bell rings or when school classes begin.

Tardy students at the Elementary School are those who arrive after 8:25 a.m. Tardy students must report to the Office for a late pass. A tardy student will not be admitted to class without a pass from the Office. **It is expected that parents will be signing in any tardy students.**

*According to state law, chronic tardiness to school is to be treated as unlawful absence. When a student has been habitually truant, notification shall be submitted to the school district attendance office, which may lead to referral to the Essex County Family Court.*

**EDUCATIONAL LEAVE**

Students who are excused for educational leave will be recognized as being in attendance, upon the **prior** written request of the parent or guardian and approval by the principal. Parents must complete an Educational Leave Application prior to the trip or competition. Students being considered for Educational Leave must have had a B average or above during the previous school year.

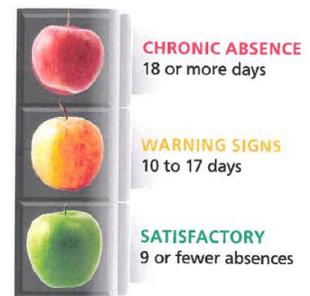
**Such leave is granted for participation in:**

- Major state and/or nationally recognized competitions necessary for state and/or national point ranking.
- Major trips that are **educational** in nature that extends beyond scheduled school vacations or holidays.
- Unique situations approved by building principal or his designee.
- School endorsed or sponsored programs.

*The granting of educational leave will be at the discretion of the principal or his/her designee.*

*Educational Leave forms are available in the Guidance Office and on the district web page.*

**When Do Absences Become a Problem?**



Note: These numbers assume a 180-day school year.

**RELIGIOUS OBSERVANCES:**

Religious observances may be recognized as days of attendance upon the written request of the parent/guardian. Explanation of the nature of the observance must be brought to school when the student returns. Pupils who fail to present such a note immediately upon return to school will be considered absent.

## **Grading System:** Grades, Progress Reports and Report Cards.

### **Marking System:**

1. There are four marking periods, each containing approximately forty-five teaching days. The key to grade equivalents are listed below (Academic Legend):
2. Teacher Comments will be marked on the progress report/report card.
3. Parents should feel free to ask for a conference any time throughout the year by calling the teacher at 523-3640 for an appointment. We encourage parents to talk with their child's teachers.

### **Academic Legend:**

- 4- **Exceeds Standards-** Consistently grasps, applies and extends key concepts, processes, and skills. Works beyond stated goal.
- 3- **Meets Standards-** Grasps and applies key concepts, processes, and skills. Meets stated goals.
- 2- **Approaching Standards-** Beginning to grasp and apply key concepts, processes, and skills. Making less than expected progress.
- 1- **Needs Support-** Not grasping key concepts, processes, and essential skills. Area of concern that requires ongoing support.
- X- **Not assessed at this time.**

## **STUDENT PROGRESS REPORTS AND REPORT CARDS:**

Lake Placid's formal reporting system includes report cards and/or forms developed by the professional staff and issued periodically, scheduled conferences between parents and teachers, and interim reports issued as needed or required. Parents are urged to visit the school and to meet with counselors and teachers whenever necessary. Please schedule all such visits in advance.

1. **Progress Reports** will be handed out to students in envelopes.
2. **Report Cards** are sent home in envelopes four (4) times per school year, approximately one week after each quarter ends.
3. In addition, students' progress is always available through the parent portal of SchoolTool.

### **Instructional Support Team:**

At the request of the classroom teacher, this group of educational professionals meets to discuss students who are experiencing difficulties in school. The primary task of the Instructional Support Team is to explore all areas of the child's school life, and to put into place interventions designed to help the child become more successful.

### **RTI:**

Response to Intervention (RTI) is a multi-tiered approach to help all learners succeed in school. RTI can address the needs of exceptionally talented students and those with mild or severe needs, to help them get the most out of their education. There are three tiers of intervention in which students' progress is closely monitored by the Instructional Support Team. This team includes the classroom teacher, RTI coordinator, reading specialist, learning specialists and related service providers.

Lake Placid Elementary School provides RTI support in reading, writing and math. All students are assessed during the year to determine benchmarks in reading, writing and math. If your child needs additional intervention, you will receive a letter from the RTI Team. We also provide quarterly updates on all students receiving RTI interventions.

### **Student Clubs & Organizations:**

There are a number of opportunities for students to participate in extracurricular clubs and organizations. These meet at 2:50 - 3:25 PM, during the tutorial/activity period. Parent permission is required for students to participate.

**Art Club**

**Mentoring**

**Drama**

**Leadership Club**

**School Store**

**Walking Club**

**Environmental Club**

**Comic Book Club**

**Band**

**Chorus**

**Intramural Sports and Play**

**Newspaper**

**Yearbook**

**Lego Club**

**4-H**

### **TECHNOLOGY PROTOCOL:**

As part of our educational program students may use school computers and gain access to the internet.

Technology access is a privilege that carries responsibilities for acceptable use that include academic honesty, good communication and behavior while using technology. Students who violate the Technology and Internet Acceptable Use Policies may be subject to temporary or permanent suspension of their technology privileges and/or other disciplinary actions where appropriate.

### **Bring Your Own Device (BYOD) Protocol:**

The goal of BYOD programs is to expand opportunities for 21<sup>st</sup> century learning. However, using personally owned devices at school is a privilege, not a right. This privilege may be revoked for the student body as a whole or for students individually at the discretion of the administration. Therefore, it is important that students use their devices responsibly, respect the property of others, and demonstrate that this use benefits them academically and helps them develop into good digital citizens.

### **Devices Permitted:**

The following devices are permitted. Items may be added or deleted at the discretion of the school administration.

Laptops, Chromebooks, Tablets (iPad, Xoom, Galaxy, etc.), iPod Touch, eReader/Tablets – (Kindle, Nooks, etc.)

### **Rules and Conditions:**

The following rules and conditions are specific to our school's BYOD program. All other school/District rules and policies also apply, including, but not limited to, the Student Code of Behavior and Technology Appropriate Use Policy.

Where/When/Storage:

1. Students may only use their device in the morning before school begins, after school, and in the classroom when instructed to do so by their teacher or other instructional staff.

2. Students may not use their device to update personal social media sites/accounts, take unauthorized pictures, videos and social media postings during school hours.
3. Students may not use their device in common areas (hallways, etc.) unless during the specifically designated time and location.
4. Students may not use their device while on school buses without permission from the supervising teacher.
5. Student will not be allowed to have access to their devices during State Assessments.
6. Students should not ask teachers or staff to ‘hold onto’ or store their device.
7. Administrators should not be asked to retrieve devices left in school after normal school hours.

#### Network/Internet Access/Electrical:

1. Students should always use the school’s wireless network, not personal data plans, to access the web. BYOD privileges may be revoked for students found to be visiting websites which are blocked by the District’s filter.
2. No guarantee is made that the school’s wireless network will always be available. Network outages may occur without notice. In addition, no quality of wireless signal is promised. Signal strength may vary depending on the location in the school and the number of devices simultaneously connecting to the network.
3. Students should bring devices fully charged to school. Access to electrical outlets for charging should not be expected.

#### Theft/Loss /Damage/Troubleshoot/Inspection:

1. The school/District will not be held financially responsible for lost or stolen devices, nor are school administrators responsible for conducting searches for lost/stolen devices. It is recommended that the device locator feature be enabled if possible.
2. The school/District will not be held responsible for any physical damage or data loss, including damage/data loss resulting from connecting devices to the school’s wireless network or power outlets.
3. School/District staff, including Technology staff, will not configure, troubleshoot, or repair student devices.
4. School administrators may read, examine, or inspect the contents of any personal device upon reasonable suspicion that the contents or recent utilization of the device contains evidence of a violation of school policy as well as any local, state, or federal laws.

#### **EMERGENCY PLANS:**

**Other Emergency Evacuation Procedures** - There may be times during the year, other than for fire or civil defense purposes, when it becomes necessary to evacuate the school building of all students and personnel. We have developed the following procedures to affect such a situation.

1. The public address system will be used to alert the entire school regarding an emergency evacuation. Directions will be given from the school office.
2. A designated area will become our emergency center. All personnel, except those otherwise assigned, will proceed to the designated area according to the procedures outlined. One elementary school teacher will be selected as the person in charge of elementary students and personnel at the designated area.

3. All students will be bused to the designated area. All teachers will proceed to the area and remain with the group to whom they have been assigned.
4. Teachers must take their class lists with them, as attendance will be taken at the designated area. All students will be accounted for at all times.
5. The School Nurse, will set up an emergency first aid station.
6. The School Administrative Assistant will set up a command center at the designated area and will have access to dedicated phone lines in the event that parents need to be contacted.
7. Students will be held at the designated area until the signal is given to return to school. Buses will transport students back to the school building.
8. In the event that students are to be dismissed from the designated area, the buses will transport students directly to their normal after school destinations. Parents who normally transport their children will be called to the designated area to pick them up from that location.
9. The following personnel will remain at the Elementary School building where they will be assigned to duties by a designated task force:

Mr. William Begor, Elementary Custodian  
Mr. David Mayberry, Elementary Custodian  
Mr. Royce Lawrence, Elementary Custodian  
Mrs. Sonja Franklin, Elementary Principal

### **FIRE DRILLS:**

New York State law requires that fire drills be held periodically. Specific instructions on which exit to use are posted in each room. When the alarm sounds, all students are to leave the building in a quiet, orderly manner as rapidly as possible without running. There is to be no talking as, in an emergency, it would be important that all hear directions. Students are to proceed a safe distance from the building and will re-enter only when the signal for their return sounds.

It is most essential that all staff have immediate knowledge of the fire exits at all times.

All Fire Drills, after the first one, will be unannounced. All teachers should be alert to take the quickest route possible if in doubt concerning the exit to be used. **TEACHERS AND STUDENTS SHOULD TREAT EACH FIRE ALARM INCIDENT AS A REAL FIRE SITUATION.**

Specific fire drill directions will be provided by the Principal in charge of each building. These directions are posted in each classroom. New York State Law requires that each public school conduct twelve fire drills per year. Eight of these drills must be completed prior to November 1st.



## **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS - PBIS :**

PBIS is a framework for how we will work with student behavior in our school. PBIS uses clear communication and common language to address behavior and climate within our daily routine. PBIS further involves teaching students our collective expectations for behavior and supports all students to meet these expectations. The framework is a system for teaching expectations and then holding everyone accountable for these expectations. This system approach will also help define ways in which proper behavior will be acknowledged by teachers, staff, custodians, bus drivers and administrators. The PBIS matrix will be posted throughout the school.



## **School Counseling Programs:**

School Counselors assist students in their academic, personal-social, and career development to promote positive youth development and school success. DeAnna Brown, School Counselor, can be reached at 523-3640 x4533 or by email at [dbrown@lpcsd.org](mailto:dbrown@lpcsd.org). Below is an overview of key programs and services offered at Lake Placid Elementary School.

### **School Climate**

School counselors are highly involved in creating a safe and supportive school climate, as well as helping to meet the requirements of the Dignity for All Students Act. LPES was recognized as a Mix It Up Model School for 2014-15 for our varied efforts to create a safe and supportive school climate, including our Positive Behavioral Interventions & Supports (PBIS) program, participation in Mix It Up At Lunch Events, celebrating No Name Calling Week, and much more.

### **Classroom Guidance Lessons**

At LPES, all students participate in classroom guidance lessons led by the school counselor. These lessons meet the requirements of New York's Dignity for All Students Act, Guidelines for Social-Emotional Learning and Development, and the NYS Commissioner's Regulations on School Counseling Programs.

### **College & Career Awareness**

All students participate in College & Career Week, as well as additional school and classroom activities. In 2014, LPCSD renewed its partnership with College For Every Student (CFES), and is working to create a college-going culture throughout our district. This includes increasing college knowledge, promoting leadership through service, and involving students in mentoring.

### **Leadership Skills Development**

At LPES, we are committed to providing our 4<sup>th</sup> and 5<sup>th</sup> grade students with leadership skills and opportunities to use them. Our students are called upon to serve their school in a variety of ways, including helping students start their day on a positive note, leading our school in the Pledge of Allegiance, planning school-wide events such as No Name Calling Week and Mix It Up At Lunch events, staffing our School Store (supervised by Mrs. Kirchner, Speech & Language Pathologist), and serving as role models in our hallways and assemblies.

### **Transition Assistance**

The School Counselor is available to provide support to students during transitions, such as changing grades, changing buildings, changing school districts, family changes, loss of a loved one, etc. LPES has many activities designed to help our 5<sup>th</sup> grade students make a smooth transition to the middle school.

## **Parent Support, Parent Workshops, & Parent Resource Library**

Assistance is available to parents regarding their child's academic, social-emotional, or career development, and anything that might interfere with a child's ability to be successful at school. Workshops are offered on a variety of topics relevant to parents of elementary students. Our library houses a Parent Resource Section that has hundreds of books for parents, including books designed to be read to children on topics such as behavior, feelings, diversity, grief, learning, family changes, and more.

## **Mentoring**

There are many forms of mentoring happening at LPES – some are coordinated by the School Counselor, but not all. We have several classrooms that work together to pair older students with younger students on an ongoing basis for reading and other activities. We also recruit 5<sup>th</sup> grade students to help younger students by greeting them at the door and helping them get settled in their classrooms. Additionally, we have 3 formal mentoring programs for our students:

- **Teachers Leading Children (TLC)** matches staff members who mentor students throughout the year for academic and/or social support.
- **Stepping Forward** pairs National Honor Society members to serve as mentors for 5<sup>th</sup> grade students. Participants meet weekly afterschool for 10 weeks, supervised by the Elementary School Psychologist (Mel Frazer) and the Elementary Speech & Language Pathologist (Vicki Kirchner).
- **CFES Mentoring** involves 8<sup>th</sup> grade students serving as mentors for 4<sup>th</sup> grade students. Participants meet weekly for 6-8 weeks, supervised by the Elementary School Counselor and the Middle School Counselor.

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## **Primary Project & Playroom Plus Program**

The Primary Project is an evidence-based early intervention based on child-led play that assists students in their social-emotional development and making positive connections at school. Our Playroom Plus Program is similar to the Primary Project in that both programs target students in grades K-3 and take place in our playroom with a trained Child Associate. However, the Playroom Plus Program serves a wider variety of students.

## **Developmental Lunch Groups**

A variety of lunch groups are offered throughout the year. Each group typically meets weekly during the students' lunch period for 5-10 weeks. Lunch groups focus on various aspects of positive youth development, including leadership, peer helping, problem solving, social skills, etc.

## **Individual & Group Counseling**

The School Counselor and the School Psychologist provide individual and group counseling to students exhibiting difficulties in the school setting. Information and referral is provided for students when counseling services outside of school are recommended. While parental consent is required for longer-term counseling (typically 5 or more consecutive sessions), short-term supportive counseling is available to all students on an as-needed basis without parental consent.

## **The Food Pantry at Lake Placid Elementary School**

At LPES, we want every student to be “ready to learn,” and we realize that having enough food is essential to that. With nearly half of LPES students meeting eligibility for Free or Reduced Lunch, and others whose families face seasonal or temporary loss of income, medical expenses, and other financial challenges, we are aware that our students might sometimes not have enough to eat. We are here to help. If a staff member suspects that a child may not have enough eat, that child may be invited to visit the food pantry to select items to bring home. All staff members are trained to use the pantry, and visits to the

pantry are discreet and confidential. Our pantry is in a private location and is stocked with snacks, meal items, and personal hygiene items.

If you have any questions or concerns about our food pantry, please contact Sonja Franklin (LPES Principal) or DeAnna Brown (LPES School Counselor). If you have items to donate to our pantry, there is a box located in our lobby.

*If your family is in need of food, please contact  
either of the following local resources:*

*Ecumenical Charity Program of Lake Placid (Linda Young) 523-9620  
Jay/Wilmington Ecumenical Food Shelf (Don Morrison) 946-7192*

**Family Partnerships: Volunteers** Family involvement in the formal and informal education of students is important. Families are expected to review and honor the following rules while visiting or volunteering for the school. Violation of these rules endangers the safety of students and their right to education.

- Potential volunteers are required to complete the appropriate paperwork including an application from the administrative office and fingerprinting before a volunteer assignment begins
- All visitors must check in with the office. They may not walk directly to the classroom unless given permission by the office staff
- Visitors are prohibited from addressing student discipline matters independently. Procedures are to be followed by school personnel or the classroom teacher
- All visitors must demonstrate and uphold the school's code of conduct
- The distribution of literature, without prior approval from the classroom teacher or principal is prohibited
- Visitors must abide by staff instructions and must ask for clarification if necessary
- Appropriate dress is required at all times
- The teacher is ultimately responsible for the students and the activities in the classroom
- Visitors should enter the classroom quietly and wait for a break in the activity before communicating with the teacher and students
- Classroom issues regarding students are confidential. Visitors may not talk with others about the learning or disciplinary needs of a child other than their own
- Visitors are allowed in the classrooms for a limited time and must have prior principal permission

### **Information about Referral to the Committee on Special Education**

For more information about referring a child to the Committee on Special Education please refer to the website *A Parent's Guide to Special Education* on the New York State Education Department's website at:

<http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Or contact Sarah Allen, Committee on Special Education chairperson, at 518-523-2474x4011 or [sallen@lpcsd.org](mailto:sallen@lpcsd.org).

## **Equal Opportunity – Notification Statement**

It is the policy of the Lake Placid Central Schools not to discriminate on the basis of age, race, color, religion, gender, sexual orientation or gender identity, disability, or national origin, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis – perceived or actual -- under any educational program or student activity. This policy includes, but is not limited to vocational programs. Lake Placid Central Schools are committed to equal opportunity.

Grievance procedures can be accessed online at [www.lpcsd.org](http://www.lpcsd.org)

Inquiries regarding grievance procedures and/or compliance with Title IX and Sexual Harassment/Racial Harassment should be made to:

Title IX Coordinator / Sexual Harassment/Racial Harassment Coordinator

Inquiries regarding compliance with Section 504 should be made to:

Section 504 Coordinator

Dr. Roger Catania, 523-2475, ext. 3002 Superintendent

318 Old Military Road

Lake Placid, NY 12946-1500

## **Mandated Reporting and Safety Issues**

All school personnel are mandated reporters. If a child discloses abuse or maltreatment to any LPES staff member, or if any staff member suspects that abuse or maltreatment is going on, the staff member immediately contacts the LPES Child Protection Support Team. The Team helps the staff member determine an appropriate course of action, which could include making a call to the NYS Child Abuse and Maltreatment Register to file a report. Periodically, the school counselor and/or the school psychologist are consulted on other safety issues as well, including peer-to-peer threats, access to firearms, suicidal ideations, or disturbing content in writings or drawings.

## **Notice of Sexual Harassment Policy**

Lake Placid Central School District and Board of Education Policy recognizes that harassment of students and staff on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. Preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively. The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, we condemn and strictly prohibit all forms of sexual harassment on school grounds, school buses and at all school sponsored activities, programs and events including those that take place at locations outside the district. Because sexual harassment can occur staff to student, staff to staff, student to staff, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee.

## **STUDENT CODE OF BEHAVIOR:**

Upon entering the building students are expected to be properly dressed and with their homework complete. Upon entering the building they will be politely greeted and shall greet others. They are to report to either the cafeteria, gym or classroom depending upon the time of arrival.

Students shall enter every class quietly, greet their teacher, go to their assigned seat and follow teacher instructions. Students should raise their hand and be actively engaged in class. Students should respond appropriately to teacher corrections and immediately do what the adult asks. Teachers establish routines for lining up and dismissal and classrooms are to be left neat and clean.

Students and teachers shall move from class to class quickly but calmly to minimize disruption and maximize instructional time. Teachers will actively supervise the process by standing at doors and corners so that they can supervise students and students feel safe.

Students shall conduct themselves in the cafeteria in a respectful manner. They are to remain seated during meals and display proper manners. They talk only to those at their table and speak in quiet voices. Immediately upon finishing eating or when asked by an adult, students should clean up after themselves and dispose of trash properly.

The ideal times to use the restroom are during meals. Students using the restroom during class should sign out indicating the date and time they left the room and returned. They should be quiet in the hallways and use the facilities quickly. The restrooms must be kept clean. Misuse of the restroom will result in limitations of restroom privileges. Such misuse may include: splashing water, locking the stall doors, excessive use of paper products, etc.

During recess students are to treat their peers, adults and the environment with respect and use the recreational equipment properly and safely. Students are usually able to go outside for recess every day so they must be dressed appropriately for the weather. All students are to respect other people's space and keep their bodies to themselves. There is no play fighting, wrestling or dodgeball during recess. Students must listen to others, display good sportsmanship and let everyone play. No name calling, bullying, throwing improper objects, teasing or threatening, intimidating or exclusive language is allowed. Students are to follow directions the first time they are given and line up quickly when called.

### **Playground rules:**

- Students must play in designated area for their grade
- Students are not allowed to climb up the slides, they must do down the slides on their bottoms.
- The rules governing the proper number of students on equipment must be adhered to (slides one at a time, quarto sea saw no more than five at a time, swings one per swing, etc.)
- All equipment must be returned to their proper storage location when students are finished using them. This includes winter recess toys as well as those stored in the shed or under the dock
- Only staff are permitted to alter the height of the basketball hoop
- Students must share the equipment so that everybody has a turn
- Students must not attempt acrobatics or conduct themselves in a manner which is likely to result in injuries

- Students will be allowed to slide down the hill under proper conditions: snow is on the surface-not ice, no jumping on/off sleds, supervision is available, students will take turns and form a line, etc.)

Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. The District maintains a written Code of Conduct, which sets expectations for appropriate conduct and standards for discipline, which is available to students, parents and the public. The complete school district policy can be accessed at [www.lpcsd.org](http://www.lpcsd.org). In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations with the exception of bullying, possessing or handling a weapon, firearm, fireworks, drugs or alcohol.

The Lake Placid Central Schools Code of Conduct provides a standardized procedure for establishing a positive environment in which students can learn. All students during the regular school term and/or summer school are expected to adhere to the rules set forth in the Code of Conduct, and it is the responsibility of the staff and the administration to enforce the Code of Conduct as established. The Board of Education delegates to the Superintendent and each Principal the authority to deal with disciplinary problems in his/her school, including suspensions.

### **PLAGIARISM :**

1. The act of presenting the words, ideas, images, sounds or other creative expression of others as your own.
2. Turning in an assignment to a class that was completed for a different class is also considered plagiarism.
3. Students need to be aware that plagiarism has consequences if the act was intentional or unintentional.
4. Proper citations are required in order to avoid plagiarism.
5. Quoted, paraphrased and summarized materials must be cited.
6. Students guilty of plagiarism will receive a Zero on the plagiarized assignment. The teacher will contact the parent.
7. Cheating will be treated the same way as plagiarism.
8. Further issues of plagiarism may lead to ISS and/or OSS days being assigned and possible expulsion from the course.

### **STUDENT DRESS**

Dressing properly is wearing clothing that does not create undue attention or disturbance in the school and does not interfere with the learning environment. Students must dress appropriately for school and the season. Clothing must meet health and safety standards and not interfere with the safety of others and yourself. State law requires students to wear shoes at all times. Students disregarding the dress code will be asked to change the articles in violation.

The following items may not be worn in school unless otherwise noted:

1. Hats/headwear and sunglasses
2. Clothing depicting themes of sex, alcohol, drugs, tobacco, violence, offensive language/symbols
3. Distracting or indecent items of clothing
4. Items that expose the stomach, back or undergarments
5. Short shorts/skirts (shorter than fingertips when arms are extended at sides)
6. Tops with spaghetti straps
7. Accessories such as studded jewelry/heavy chains anywhere on the body.

### **Conduct Constituting an Interference with School Purposes or an Educational Function:**

Conduct constituting an interference with school purposes or an educational function shall mean any conduct which causes, or which can reasonably be foreseen to cause, a substantial disruption or material interference in the carrying out of a school purpose or an educational function.

### **Dignity for All Students Act:**

The Dignity for All Student Act prohibits harassment with respect to certain non-exclusive protected classes including, but not limited to: actual or perceived race, color, weight (size), national origin, ethnic group, religious practice, disability, sexual orientation, gender identity, or sex. All LPCSD staff will be committed to awareness and sensitivity regarding potential discrimination, bullying, cyberbullying, hazing, or harassment. This policy covers actions that occur at school, during school-sponsored events, or even off-campus misconduct (like cyberbullying) that negatively influence the school environment

If a student, colleague, or peer feels they have been harassed, hazed, or bullied, they should report the incident to their principal, Dignity Act coordinator, school nurse, or any other faculty member. In these circumstances, appropriate school responses may include the following: character education, skill-building, corrective instruction, peer support groups, behavioral interventions, schedule modifications, targeted use of monitors, staff professional development, behavioral assessments and evaluations, student counseling, parental conferences, and -- when appropriate -- disciplinary actions.

### **Discipline of Students with Disabilities:**

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### **Grounds for Long Term or Short Term Suspension:**

A student may be suspended for either disruption, violence, insubordination, disorderly conduct, or substantial disobedience that otherwise endangers the safety, morals, health or welfare of others, or a student's physical or mental condition that endangers the health, safety or morals of himself or herself or other students which occurs when a student is:

1. On school grounds immediately before and immediately after school hours, or at any other time when the school is being used by a school group.
2. Off grounds at a school activity, function, or event.
3. Off the school grounds at a school activity, and educational function, any event sponsored by the school district, or when such student is traveling to or from school for said school activities, functions, or events.

Make-up work **shall** be permitted and the school will make every effort to provide immediate alternative instruction for the student removed from the class for disciplinary purposes. A tutor will be provided during the suspension.

Engaging in the unlawful selling of narcotics or other violation of criminal law that constitutes a danger to other students, or constitutes an interference with school purposes or an educational function.

Failing in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when he is properly under their supervision, where such failure constitutes an interference with school purposes or an educational function.

### **Definitions of District-Wide Behavior Offenses:**

#### **Academic Misconduct**

Plagiarism, cheating, copying, altering records, assisting another student in any way and/or intent to deceive. Please refer to "District Wide Behavior Consequences" flow chart for Academic Misconduct , and to "The Pitfalls of Cheating" pamphlet as a guide to appropriate academic conduct.

#### **Arson**

Intentionally setting fire to any school building and/or school property.

#### **Assault**

Threatening to physically harm any student or staff member, and/or threatening to bring any weapon to school or threatening to use any against a student or staff member. (An assault occurs without the actual physical harm.)

#### **Battery**

Intentionally causing or attempting to cause physical injury and/or intentionally behaving in such a way as could reasonably cause physical injury to any person.

#### **Bullying**

The **continued or repeated** act of directing physical, verbal, or psychological **aggression or harassment** toward another individual with the **goal of gaining power** over or **dominating** another individual (<http://naspcenter.org>). Bullying behaviors include but are not limited to:

- a. name calling/rumor starting
- b. intimidation, taunting or threats
- c. social exclusion
- d. pushing, grabbing, and/or punching
- e. mocking one's personal appearance or behaviors
- f. Cyber-Bullying. The use of interactive and digital technologies and/or cell phones, and/or text messaging, social websites, such as Facebook, MySpace, etc. that educationally impacts students and/or the school environment.

**Cutting Class**

The willful nonattendance of a scheduled assignment by a student.

**Disruptive Behavior**

An action that creates turmoil or disorder. An action constituting an interference with school purposes. This includes throwing of objects, sustained loud talking, yelling or screaming, noise with materials, roughhousing and horseplay, sustained out of seat behavior. Dress code violations may also be considered disruptive behavior.

**Extortion**

Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or staff member.

**Failure to Follow Directions (Insubordination/Non-compliance)**

The failure to comply with directions of teachers/ administrators or other school personnel or talks back and/or delivers socially rude interactions during any period of time when he is properly under their supervision.

**False Alarms / Bomb Threat**

Making a report, attempting to call or pull, or calling or pulling an alarm for fire or bomb when it does not exist.

**Fighting / Physical Aggression / Physical Contact**

Engaging in a physical contact or struggle with one or more students. A disagreement between two or more students in which mutual participation or physical contact occurs, punches are thrown, or any part of the body is used either aggressively or in retaliation. (This could include but is not limited to slugging, kicking, fist blows, pulling hair.)

**Habitual Offender**

Repeatedly violating any rule which constitutes an interference with school purposes or an educational function.

**Improper Sexual/Racial Behavior/Harassment/Hazing/Inappropriate Displays of Affection**

The act of making improper, unacceptable sexual advances/contact/exposure or sexual/racial harassment which includes verbal statements, ridicule, gestures or physical contact; an act not in accord with propriety, modesty, or good manners. This would include possession or distribution of pornographic materials, or the accessing of pornographic materials through technology.

**Inappropriate Language / Abusive Language**

The use of offensive or inappropriate language through written word, gestures, or speaking. Engaging in speech or conduct including clothing, jewelry or hair style which is profane, indecent, lewd, vulgar or offensive to school purposes.

**Intimidation**

The act of compelling or deterring by threats or to frighten. To make an individual fearful of an act.

**Knowingly possessing, using, consuming, transmitting, or being under the influence of drugs or alcohol or any substance represented to be drugs or alcohol or anything used or designed to be used primarily for the storage, processing, delivery, or consumption of a controlled substance.**

- a. Possessing - Having in one's actual and physical control.

- b. Using - Employing or availing one's self.
- c. Consuming - Having taken or eaten or drunk.
- d. Transmitting - To pass from one person to another.
- e. Being under the influence - Indulging in any degree to deprive one of that clearness of intellect and control which he/she would otherwise possess.
- f. Anything used or designed to be used for storage, processing, delivery, or consumption (paraphernalia).

(a-f) Applies to any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, paraphernalia, or any substance represented to be any of the afore listed substances.

### **Knowingly Possessing Tobacco Products**

Having in one's actual and physical control any form of tobacco. (This includes but is not limited to chewing tobacco or other smokeless tobacco, cigarettes, cigars, pipe tobacco, electronic cigarettes and other vapor products.)

### **Possessing, handling, using, transmitting, or selling any object that can reasonably be considered an instrument which could be used to intimidate, inflict pain, or cause injury. An instrument of offensive or defensive combat.**

(This would include any knife, but exclude school supplies such as pencils or compasses where such items have reasonable use in connection with an educational function.)

- a. Possessing - Having in one's actual and physical control.
- b. Handling - The act of holding.
- c. Using - Employing or availing one's self of.
- d. Transmitting - To pass from one person to another.
- e. Selling - Transferring the property in a contract of a sale.

### **Possession of a Firearm**

- a. No student shall possess, handle or transmit any firearm on school property.
- b. The following devices are considered to be a firearm as defined in Section 921 of Title 18 of the United States Code;
  - (1) Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
  - (2) The frame or receiver of any weapon described above.
  - (3) Any firearm muffler or firearm silencer.
  - (4) Any destructive devise which is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any similar device.
  - (5) Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
  - (6) Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

### **Possessing, Using, Transmitting, or Selling Fireworks/Firecrackers**

- a. Possessing - Having in one's actual and physical control.
- b. Using - Employing or availing one's self of.

- c. Transmitting - To pass from one person to another.
- d. Selling - Transferring the property in a contract of sale.
- e. Fireworks/Firecracker - A device for producing a reaction) as of light, noise, or smoke) by combustion or flammable composition.

### **Possessing Stolen Goods**

Having an item (property) of the school or of another person in one's possession.

### **Selling Drugs or Alcohol**

The act of transferring or the offer to transfer (written or oral), to another person in a contract of sale. Selling applies to any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any substance represented by any of the afore listed substances.

### **Stealing/Knowingly Possessing Stolen Goods**

The act of taking or knowingly possessing an item (property) of the school or of another person.

### **Trespassing**

Unauthorized or illegal intrusion of a building or grounds before, during or after school.

### **Truancy / Leaving or Off Campus**

The willful non-attendance of a student from school without parent/guardian/custodial permission.

### **Use of Tobacco Products**

Using any form of tobacco products. (This includes but is not limited to smoking cigarettes, cigars, pipes, or chewing tobacco.)

### **Vandalism**

Willful or malicious destruction/defacement of property. (This includes but is not limited to graffiti on walls, buildings, furniture, lockers, etc.)

### **Violent Student Behavior**

"Violent student Behavior" means a student who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damage or destroy the personal property of any school employee or any person lawfully on school property or at a school function.  
Knowingly and intentionally damages or destroys school district policy.

### **District Wide Consequences:**

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

Oral warning – any member of the district staff

## Loss of Privileges

Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent

Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent

Restorative Justice Practice/Community Service on school grounds

Detention – teachers, Principal, Superintendent

Suspension from transportation – Director of Transportation, Principal, Superintendent

Suspension from athletic participation – Athletic Director, coaches, Principal, Superintendent

Suspension from social or extracurricular activities – activity director, Principal, Superintendent

Suspension of other privileges – Principal, Superintendent

In-school suspension – Principal, Superintendent

Removal from classroom by teacher – teachers, Principal

Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education

Long-term (more than five days) suspension from school – Superintendent, Board of Education

Permanent suspension from school – Superintendent, Board of Education.

## Other Remedies

Action in addition to suspension that is necessary to ensure a safe, orderly and effective environment may include the following:

- a. A reciprocal agreement in regard to suspension shall be in effect with all extension schools that enroll students from the Lake Placid Central Schools. (This includes BOCES)
- b. Corporal punishment may not be administered to any student. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:
  1. Protect oneself, another student, teacher or any person from physical injury.
  2. Protect the property of the school or others.
  3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.
- c. The superintendent, principal, or other administrative personnel, or teachers shall be authorized to take action in connection with student behavior in addition to the actions specifically provided which may be reasonable, desirable or necessary to help a student, or further school purposes, or to prevent interference or disruption including such actions as:
  1. Counseling with a student or group of students.
  2. Conferencing with a parent or group of parents.
  3. Assigning students additional work (including community service).
  4. Rearranging class schedules.
  5. Requiring a student to remain after regular hours to do additional work, or for counseling, or for detention (i.e. Late afternoon school/Saturday school). Students who do not report for Late afternoon school/Saturday school, will be immediately suspended out of school for three (3) days. The maximum number of Late afternoon school/Saturday school referrals for the school year will be four (4).
  6. Restricting extracurricular activities.
  7. Assigning by the principal to:
    - a. Special course of study
    - b. An alternative education program or
    - c. An alternative school

8. Removing of a student from school-sponsored transportation.
9. Drug sniffing dogs.

## **II. Short Term Suspension Procedures**

When a principal determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to:
  - a. a written or oral statement of the charges:
  - b. if the student denies the charges, a summary of the evidence against the student will be presented; and
  - c. the student will be provided an opportunity to explain his or her conduct and to ask questions of complaining parties if applicable.
2. The meeting shall precede suspension of the student except where the nature of the misconduct requires Immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.
3. While a student is waiting for parent notification, he/she is to remain in a supervised area until the parent/guardian/ custodian has picked up the student.
4. Following the suspension, the parents/legal guardians/legal custodians of suspended students will be notified in writing, by personal delivery, express mail. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the principal.
5. If parents are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five school days.  
In the event that parents are unclear of the process or procedures, the school will assist wherever possible.

## **III. Long Term Suspension Procedures**

When a principal recommends to the superintendent (or designee) that a student be given a long term suspension from school, the following procedures will be followed:

1. The superintendent (or designee) may conduct a hearing.
2. A long term suspension will not take place until the student and the student's parents, legal guardian/custodian are given notice of their right to appear at a hearing with the superintendent (or designee).
3. Notice (S-7) of the right to appear at a hearing shall: be made by certified mail or by personal delivery, contain the reason for the suspension, and contain the procedures for requesting a hearing.
4. At the hearing, the principal and/or other witnesses will present evidence to support the evidence/charges against the student. The student and/or parent will have the opportunity to answer the charges against the student and to present evidence to support the student's position.
5. If a hearing is held, the person conducting the hearing will make a written summary of the evidence heard at the hearing, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent. The student or parent has the right to appeal the decision of the person conducting the hearing to the school board. The student or parent appeal to the LPCSD Board of Education must be in writing within ten (10) school days of the notice from the hearing examiner. If an appeal is properly made, the Board of Education must consider the appeal. It will consider the written summary of

the hearing and the arguments of both the school administration and the student and/or the student's parent. The board will then take any action deemed appropriate.

## **VI. PINS Complaint**

The district may file a PINS (person in need of supervision) complaint in Family Court on any Student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possessing marijuana in violation of Penal Law Section 211.05. A single violation of Section 221.05 will be sufficient basis for filing a PINS Complaint.
- d. Juvenile Delinquents and Juvenile Offenders:  
The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
  1. Any student under the age of 16 who is found to have brought a weapon to school,or
  2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20 (42).

The Superintendent is required to refer students age 16 or older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

## **V. Public Conduct on School Property**

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

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

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

- A. No person, either alone or with others, shall:
  1. Intentionally injure any person or threaten to do so.
  2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
  3. Disrupt the orderly conduct of classes, school programs or other school activities.
  4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
  5. Intimidate, harass or discriminate against any person on the basis of

actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).

6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labels for human consumption), or be under the influence of either on school property or at a school function
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoke a cigarette, as well as all uses of tobacco, including cigars, pipe tobacco, chewing tobacco, snuff, and/or the smoking of electronic cigarettes, or other chemical inhalation devices or vapor products.

B. Persons who violate this code shall be subject to the following penalties.

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.  
Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.

Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

**TRANSPORTATION: STUDENT CONDUCT ON BUSES:**



*Bus Regulations*

1. The student shall ride the bus assigned for morning and evening, boarding and getting off at the designated place.
2. Permission to ride a different bus shall be granted if space is available and the student brings to the principal, or his designee, a signed request from the parent/legal guardian/legal custodian. If the request is approved, a standard permission slip is given the student for the driver.
3. The student shall be waiting at the designated boarding place when the bus arrives.
4. Whenever boarding the bus, a student shall be seated immediately as designated or assigned by the bus driver and shall remain seated until the bus reaches its destination.
5. Windows shall not be opened or closed except only with the permission of the driver.

- 6. Consumption of food/beverage is not permitted on the bus.
- 7. The following violations will not be tolerated:
  - a. Chasing bus on bicycle
  - b. Throwing objects in the bus or at the bus.
  - c. Running after the bus after getting off
  - d. Teasing, yelling, name-calling
  - e. Loud or abusive language
  - f. Destruction of public property
  - g. Moving from place to place on the bus
  - h. Smoking, use/possession of alcoholic beverages or drugs
  - i. Fighting
  - j. Littering
  - k. Hitting, tripping

**\* The School District Policy on student conduct can be accessed on the school website at [www.lpcsd.org](http://www.lpcsd.org).**

## LINES OF COMMUNICATION

The Lake Placid Central School district is committed to listening to suggestions, answering questions and addressing concerns, complaints or issues in a timely and efficient manner. Therefore, issues should be handled closest to the source by contacting the person responsible for the various areas of school operations. He or she has the most detailed information about his/her area of responsibility and is most prepared to offer assistance.

<u>Administrative Numbers</u>
Elementary School Principal – Sonja Franklin – ext. 4502
Middle School Principal – Theresa Lindsay – ext. 4017
High School Principal – Dana Wood – ext. 4005
Superintendent of Schools – Roger Catania – ext. 3002

Again, if you have questions pertaining to the school district or about your child’s work, please do not hesitate to call.

### **Medical Concerns K-12 . . .**

- Step 1 – Building Nurse
- Elementary School – Mrs. Elise Stosiek, ext. 4505
- Middle/High School – Ms. Cora Clark, ext. 4007
- Step 2 – Building Principal
- Step 3 – Superintendent of Schools

**Academic Concerns, Curricular or Student Concerns** (grades, academic performance, classroom behavior, social and emotional, etc.) . . .

- Step 1 –Classroom Teacher
- Step 2 - Guidance Counselor
  - Elementary School – DeAnna Brown, ext. 4533
  - Middle School – Lynn Gosling, ext. 4020
  - High School – Connie Hammaker, ext. 4018
- Step 3 –Building Principal
- Step 4 – Superintendent of Schools

### **Transportation Concerns** (routing, pick-up, behavior, etc.) . . .

- Step 1 – Transportation Supervisor, Mr. Jeff Jacques at 523-4277
- Step 2 – Building Principal
- Step 3 – Superintendent of Schools

### **Special Education Concerns K-12 . . .**

Step 1 – Special Education Teacher

Step 2 – Committee on Special Education Chairperson – Sarah Allen, ext. 4011

Step 3 – Elementary School Psychologist – Mrs. Mel Frazer, ext. 4504

Middle and High School – Dr. David Miller, ext. 4010

Step 4 – Building Principal

Step 5 – Superintendent of Schools

### **Budget Concerns . . .**

Step 1 – Business Administrator – Mr. Leonard Sauers, ext. 3004

Step 2 – Superintendent of Schools

### **Athletic Concerns . . .**

Step 1 – Coach or Physical Education Teacher

Elementary School – Mr. Brian VanNostrand, ext. 4511

Middle/High School – Mrs. Donna Moody, ext. 4119

Step 2 – Athletic Director, Mrs. Donna Moody, ext. 4119

Step 3 – Building Principal

Step 4 – Superintendent of Schools

### **Building Use Request (including athletic fields) . . .**

Step 1 – Administrative Services Center – Mrs. Karen Angelopoulos, ext. 3001

Step 2 - Business Administrator – Mr. Leonard Sauers, ext. 3004

Step 3 – Transportation Director – Mr. Jeff Jacques, 523-4277

Step 4 – Superintendent of Schools

## **EQUAL OPPORTUNITY - NOTIFICATION STATEMENT**

**It is the policy of the Lake Placid Central Schools not to discriminate on the basis of age, race, color, religion, gender, sexual orientation or gender identity, disability, or national origin, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity. Lake Placid Central Schools are committed to equal opportunity.**

Inquiries regarding compliance with Title IX and Sexual Harassment/Racial Harassment should be made to:

**Title IX Coordinator / Sexual Harassment/Racial Harassment Coordinator**

Dr. Roger Catania, 523-2475, ext. 3002

Superintendent

50 Cummings Road

Lake Placid, NY 12946-1500

**Inquiries regarding compliance with Section 504 should be made to:**

Section 504 Coordinator  
 Mrs. Sarah Allen, 523-2474, ext. 4013  
 Chairperson of Special Education  
 380 Old Military Road  
 Lake Placid, NY 12946-1500

**BOARD OF EDUCATION MEMBERS**

Board Members

Daniel Marvin  
 Joan Hallett-Valentine  
 Linda O'Leary  
 Jeffrey Brownell  
 Patricia Gallagher  
 Richard Preston  
 Mary Dietrich

All Board of Education meetings are held at 7:00 p.m. the first and third Tuesday of each month. They are held at the Administrative Services Center behind the Middle/High School, or as announced at the Wilmington Community Center.

**CONTACTS**

523-3640	<b><u>Office Phone Numbers</u></b> <b>Elementary School Office</b>	523-2475	<b>Business Office</b>
523-2475	<b>Superintendent's Office</b>	523-4277	<b>Transportation Center</b>
523-4971	<b><u>Fax Numbers</u></b> <b>Superintendent Fax</b>	523-4901	<b>Business Office Fax</b>
523-4314	<b>Elementary School Fax</b>	523-4374	<b>Elem School Media Center Fax</b>
523-2554	<b>Transportation Fax</b>		

**Elementary School Extensions**  
**4502**      **Sonja Franklin Elementary School Principal**

**Elementary School Employee Voice Mailbox Extensions**

4013	<b>Allen</b>	<b>Sarah</b>	CSE Chair
4801			Kindergarten Teacher
4512	<b>Begor</b>	<b>Bill</b>	Head Custodian
4846	<b>Bickford</b>	<b>Heather</b>	Teacher Assistant
4802	<b>Briggs</b>	<b>Kathy</b>	Music Teacher
4541	<b>Cafeteria</b>		
4818	<b>Clark</b>	<b>Laura</b>	2 <sup>nd</sup> Grade Teacher
4836	<b>Coffin</b>	<b>Laura</b>	Reading Specialist
4843	<b>Damp</b>	<b>Patricia</b>	3 <sup>rd</sup> Grade Teacher
4859	<b>Dodd</b>	<b>Tom</b>	Technology
4523	<b>Fenton</b>	<b>Keith</b>	Learning Specialist
4530	<b>Fisher</b>	<b>Greg</b>	4 <sup>th</sup> Grade ELA teacher
4538	<b>Fremante</b>	<b>Jon</b>	5 <sup>th</sup> Grade Teacher

4502	<b>Franklin</b>	<b>Sonja</b>	Principal
4504	<b>Frazer</b>	<b>Mel</b>	School Psychologist
4854	<b>Gemzova</b>	<b>Anna</b>	Teaching Assistant
4540	<b>Hambley</b>	<b>Caroline</b>	Foreign Language Teacher
4811	<b>Hannon</b>	<b>Kathy</b>	Learning Specialist
	<b>Hubbard</b>	<b>Jason</b>	Learning Specialist
4838	<b>Kirchner</b>	<b>Vicki</b>	Speech/Language Pathology
4542	<b>Kitchen</b>		
4839	<b>Knox-Merrihew</b>	<b>Karen</b>	Physical Therapist
4501	<b>Kulina</b>	<b>Michele</b>	Administrative Assistant
4831	<b>Kramer</b>	<b>Amy</b>	4 <sup>th</sup> Grade Math Teacher
4814			5 <sup>th</sup> Grade Math Teacher
4852	<b>Ladisic</b>	<b>Jane</b>	Teaching Assistant
4560	<b>Lawrence</b>	<b>Phyllis</b>	Learning Specialist
	<b>Lawrence</b>	<b>Royce</b>	Custodial Staff
4537	<b>Leon</b>	<b>Jason</b>	3 <sup>rd</sup> Grade Teacher
4816	<b>Maiorca</b>	<b>Buffy</b>	5 <sup>th</sup> Grade ELA Teacher
4817	<b>Martin</b>	<b>Stacey</b>	1 <sup>st</sup> Grade Teacher
4822	<b>Matthews</b>	<b>Nora</b>	1 <sup>st</sup> Grade Teacher
	<b>Mayberry</b>	<b>David</b>	Custodial
4856	<b>Mihill</b>	<b>Mandy</b>	1 <sup>st</sup> Grade Teacher
4546	<b>Miller</b>	<b>Anne</b>	2 <sup>nd</sup> Grade Teacher
4841	<b>Moore</b>	<b>Peggy</b>	Teacher Assistant
	<b>O'Reilly</b>	<b>Kelley</b>	Learning Specialist
4525	<b>Paulson</b>	<b>Anne</b>	Library Media Specialist
4534	<b>Philion</b>	<b>Rebecca</b>	Art
4029	<b>Preston</b>	<b>Shiela</b>	Teacher Assistant
855	<b>Rice-Colby</b>	<b>Natalee</b>	2 <sup>nd</sup> Grade Teacher
4011	<b>Rissberger</b>	<b>Lisa</b>	CSE Administrative Assistant
4851	<b>Scarpelli</b>	<b>Marty</b>	Teaching Assistant
4856	<b>Scholl</b>	<b>Nicole</b>	Teaching Assistant
4807	<b>Smith</b>	<b>Allison</b>	4 <sup>th</sup> Grade Teacher
4845	<b>Steiner</b>	<b>Sarah</b>	Teaching Assistant
4505	<b>Stosiek</b>	<b>Elise</b>	School Nurse
	<b>Stubbs</b>	<b>Tina</b>	Teacher Assistant
4850	<b>Tremblay</b>	<b>Beth</b>	Occupational Therapist
4820	<b>Uliva</b>	<b>Patricia</b>	Kindergarten Teacher
4511	<b>VanNostrand</b>	<b>Brian</b>	Physical Education
4811	<b>Wilson</b>	<b>Pam</b>	Teaching Assistant
4535	<b>Winch</b>	<b>Jenny</b>	3 <sup>rd</sup> Grade Teacher
4815	<b>Wyle</b>	<b>Brianna</b>	Kindergarten Teacher

**Administrative Services Center Extensions**

**523-2475 +**

3001	<b>Angelopoulos</b>	<b>Mrs. Karen</b>	District Clerk
3003	<b>Baumbach</b>	<b>Mrs. Laurie</b>	Tax Collector
3005	<b>Bickford</b>	<b>Mrs. BeBe</b>	Payroll Clerk/Deputy Treasurer
3002	<b>Catania</b>	<b>Dr. Roger</b>	Superintendent
3004	<b>Sauers</b>	<b>Mr. Leonard</b>	Business Manager/Treasurer
3010	<b>Ridenour</b>	<b>Mrs. Tracey</b>	Administrative Assistant

**Transportation Center Extensions**

**523-2474 +**

**523-4277 Direct Phone Line (no extension #'s)**

4701	<b>Jacques</b>	<b>Mr. Jeff</b>	Transportation/Buildings & Grounds Director
4702	<b>Lewis</b>	<b>Ms. Paula</b>	Bus Driver

## END OF DAY NOTE

Date: \_\_\_\_\_, (Full Name of Child): \_\_\_\_\_

Teacher: \_\_\_\_\_ Parent/Guardian Phone #: \_\_\_\_\_

Will be (please check one):

\_\_\_\_\_ picked up by: \_\_\_\_\_

\_\_\_\_\_ take the bus home (address): \_\_\_\_\_

\_\_\_\_\_ take the bus to (name and address): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ going to the After School Program

\_\_\_\_\_ walking or riding their bike

\_\_\_\_\_ other: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## END OF DAY NOTE

Date: \_\_\_\_\_, (Full Name of Child): \_\_\_\_\_

Teacher: \_\_\_\_\_ Parent/Guardian Phone #: \_\_\_\_\_

Will be (please check one):

\_\_\_\_\_ picked up by: \_\_\_\_\_

\_\_\_\_\_ take the bus home (address): \_\_\_\_\_

\_\_\_\_\_ take the bus to (name and address): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ going to the After School Program

\_\_\_\_\_ walking or riding their bike

\_\_\_\_\_ other: \_\_\_\_\_

Parent Signature: \_\_\_\_\_