

2024-2025



Secondary Student Handbook

CHAUTAUQUA LAKE SECONDARY SCHOOL

Student Communication Guide: Effective communication and understanding how to access essential information will be key success and confidence in navigating the school year.



Scan the QR codes to take you to our digital communication systems' apps and landing pages. This one takes you to our school's website.

1

Google

Daily Class
Communication

Student Accounts

Google Log In
Gmail
Google Classroom
Google Forms, Docs, Slides, etc.

Communication

Receiving/Sending emails
Late Bus Sign Up Google Form
Accessing and turning in digital assignments
Sign Ups for Sports and Clubs

Need to Know

This is a monitored communication system and is for school use only.



2

Announcements

Daily School
Communication

7:57 every day

Student produced through TV
Productions Class



Communication

Daily Announcements are the primary means of communicating with all students about opportunities, celebrations, club and athletic info, school info, and the daily menu.

Streaming

Can be accessed online through our streaming service on our website. The content refreshes daily.

3

ParentSquare StudentSquare

Instant messaging system

App based msg

Download app
Log in with student google account
Add cell contact info to student account.

Communication

Important info and instant messages from Coaches, Advisors, and teachers

Messages and voice recording messages will also be sent to parents through this system

Student Data Privacy

Student data and contact info remains confidential.



4

PowerSchool

Schedule, Grades,
Attendance

Academic Progress

The most important knowledge you can have is how well you are doing in your courses.

Schedules, Grades, and Attendance should not be a mystery.

Check it weekly, talk with your teachers, and stay organized so that you have your best year yet!



5

Socials & Say Something

Stay connected

Follow us: chautauqualakecsd



We love to celebrate how proud we are of our students on Facebook & Instagram.

The district will also post reminders on social media, so please follow us, but all of the day to day important info will come from 1, 2 and 3!

Say Something

If something is wrong, tell a trusted adult what's going on. If you recognize and need to report signals of threats (either to someone else or self) that you see on social media, in school, or in the community, find a trusted adult OR if need be, use the anonymous reporting system Say Something Anonymous Reporting System.



Mrs. Cowan, 10th & 12th grade Counselor
Mr. Richardson, 9th & 11th grade Counselor
Ms. Stow, 6th-8th grade Counselor

Mrs. Curtin, Principal
Mr. Bongiovanni, Dean & Athletics
Mrs. Gross, DASA Coordinator, Social Worker

Mrs. Latimer and Mrs. Reynolds Upstairs Secondary Office
Mrs. Prewitt: Guidance office
Mrs. Preston: Dean and Athletics office.

Secondary School (7-12) Handbook

The Secondary School Handbook is designed to help students and parents access information regarding our school's academic program, rules, and expectations, as well as supports and opportunities.

We will review key points of this handbook in classrooms, grade level meetings, and individually as needed. Every student will be provided a copy (paper/electronic) at the beginning of the school year. The handbook should be used for planning and organizational purposes. If you have any questions, be sure to ask!

For these questions, please connect with the appropriate personnel depicted below:

Question	Answer	Who to see for more info:
Not feeling well?	Report to the teacher, then go to the nurse	Nurse Holley & Nurse Hull
Late to school?	After 7:57 am, sign in at the Secondary office and turn in an excuse	Mrs. Latimer/Mrs. Reynolds
Absent?	Bring your excuse to the Secondary office and drop in the student box	Mrs. Latimer/Mrs. Reynolds
Late to class?	Get a pass from the teacher/staff member you were with. If you are late without a pass you may be referred to the Dean of Students	Teacher and/or Mr. Bongiovanni
Early Dismissal?	Bring in your excusal note to the Secondary office at the beginning of the day and drop in student box	Mrs. Latimer/Mrs. Reynolds
Working Papers?	New and/or Renewals can be obtained in the Secondary office.	Mrs. Latimer/Mrs. Reynolds
Staying after?	No wanderers....students must be supervised by a coach or teacher for a specific purpose	Teachers and/or Mrs. Latimer
Need the late bus?	Late bus at 4pm will be provided to those that sign up using the google form. <u>Students must sign up by 1pm.</u>	Mrs. Latimer/Mrs. Reynolds
Want to sign up for a sport?	Sports sign-ups happen three times a year (Fall, Winter, Spring). Completed physicals, APP testing, and health history forms are a part of joining any team.	Mr. Bongiovanni Mrs. Preston
Locker trouble	Mrs. Preston coordinates all locker assignments and locks	Mrs. Preston

Secondary School (7-12)

www.clake.org

Chautauqua Lake Secondary School
100 North Erie Street
Mayville, NY 14757

Mrs. Rachel Curtin, Principal & Data Coordinator

Secondary Office:

753-5881 Attendance Calls

753-5882 wlatimer@clake.org

Guidance Office:

753-5887

Transportation:

753-5901

Cafeteria:

753-5824

Technology:

753-5860

Health Office:

753-5819

Athletics:

753-5848

Dean of Students and Supervisor of Athletics, Mr. Bryan Bongiovanni
K-12 Assistant Principal, Ms. Sarah Graham

Late arrival = 7:57AM or later

Any student arriving to school after 7:57AM must report to the secondary office to sign in and receive a pass to class. Entrances are locked. Students entering the school **MUST** use the main secondary door and ring the doorbell. Be sure to state your name clearly and that you are arriving late.

Cafeteria

Our cafeteria is amazing! It features several options for seating and socialization in a collegiate restaurant design.

- All grade 7-12 students are to eat during the assigned lunch period in their assigned location and to socialize at a reasonable voice level- we aren't shouting or making excessive noise.
- Students are expected to clean up after themselves. No throwing or tossing food or other items. Students sitting at a table are responsible for keeping their table and floor area around and under their table clear. If necessary, tables will be dismissed one at a time after cafeteria supervisors have checked to see that the area is clean.
- Students waiting in serving lines are to remain in a single file line. Students may not cut lines or save spots in line for friends.
- No students will be permitted to leave school just for lunch and/or DLL. Students are not permitted to order out for lunch and have food picked up or delivered to school for lunches.
- Students will not be permitted to buy food from the cafeteria at any time other than their lunch period or during the Late Day Cafe' (2:45-3:30 PM).
- Students may sign out to use the restrooms, and may need to wait for someone to come back. Students will not be permitted to leave the cafeteria until the end of the lunch period unless permission is granted by the teacher in charge, and student sign out with the cafeteria monitor.
- Cutting or skipping lunch will be treated the same as class truancy.

Breakfast & Lunch

Chautauqua Lake Central School is participating in the Community Eligibility Provision (CEP) for the 2024-2025 school year. Breakfast and Lunch will be served **FREE OF CHARGE** to **ALL** students, regardless of income.

Questions regarding meals? See Mrs. Jennifer Shearer, Cafeteria Manager.

Welcome Back

First Day of School: Sept. 5th [THURSDAY AFTER LABOR DAY WEEKEND]
Open House on September 4th, 4:00-6:00 PM.



Doors Open at 7:50, Say Hi and Smile =)

No Screening process, just come on in

- Drop-offs, drivers, and walkers will enter through the center district entrance.
- Bus riders will enter through the secondary entrance.
- Grab-and-go breakfast ready in the secondary lobby.



Find your Locker, Store your belongings, Lock it up

Look at your schedule- your locker number & combination are printed on it. You may not bring cell phones, bags, backpacks, lunch bags to class with you-- be sure that your bag can fit! Be sure to lock your locker before you go.



Scan Me

how to open a lock lesson



Arrive at your First Period class by 7:57

The first day of class is an A day. Go to your First Period, A Day class.

Morning Announcements usually begin at 7:57... Go to first period, you will watch the announcements in first period. If you don't know where you are going, ask an adult for help!



Follow your Schedule



Schedule Change

— Scan for Form —

You will get a fresh schedule on the first day during first period. If you have a **blank block or period** in your schedule, come to the guidance office for help.

If you want to request a schedule change fill out this google form for an appointment or a quick fix. **You will need to be logged in with your school clake.org gmail account to access it.** This form will also be emailed out to you on the first day of school.



Lunch

The lunch line is in the cafeteria area. All students will be eating their lunch in the cafeteria.

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Free Reduced Lunch/Breakfast

Scan for online application from
myschoolapps.com



myschoolbucks.com

2024-2025 CTE Schedule

Juniors

7:55 am - LGI for attendance and breakfast

8:10 am Leave CL

8:35 am Arrive @ Hewes

10:45 am Eat Lunch Hewes

11:25 am Board bus by

11:45 Arrive at CL

- Meet DLL teacher
- go to lockers then DLL

Period 5 - Eat Lunch @ CL

Period 6 -Board bus

@ 11:28 am

Arrive @ Hewes @ 11:50 am

**Dismissed from CTE Classes at
2:15pm to board bus**

Return to CL @ 2:40 pm

* If riding bus home, you must remain in
Secondary entrance until bell rings

Seniors



District Goals

School Culture & Climate

All students and staff will contribute to a supportive and positive environment that promotes integrity, tolerance, and respect for self and others. A focus will be placed on constructive community interactions and strengthening student transitions.

Student Safety and Quality of Life

All students and staff will model and encourage safe, socially appropriate skills and healthy lifestyles. A balance of social, emotional, physical, and mental awareness aligned learning activities will lead to a comprehensive understanding of independence and empathy.

Student Achievement & Leadership

All staff will provide highly effective, engaging, differentiated instruction and extracurricular activities in which students will actively participate to their fullest potential. Students will graduate with the life skills, leadership qualities and technological abilities necessary to succeed in their future endeavors.

Real World Applications & Citizenship

All staff will develop curriculum and instruction that enables students to explore, learn and grow as individuals. Students will engage in hands-on learning experiences that reinforce a successful transition to college and/or career while properly preparing them to be good citizens.

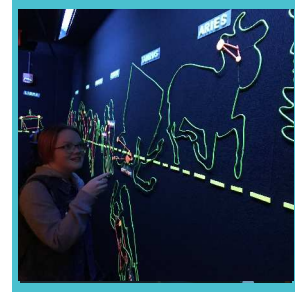
Collaboration & Communication

All students and staff will engage in activities that promote collaboration and foster positive communication and growth. Opportunities will be provided for students to work together using active listening and effective communication skills that embrace diverse perspectives.

Innovative Programs & Opportunities

All students will participate in programs that are dynamic and relevant to the demands of the outside world. The staff will actively design and integrate opportunities and partnerships that employ relevant learning experiences for students while furthering our destination district status.

Chart your Course



The Chautauqua Lake Secondary Academic Program is a uniquely established academic program committed to the empowerment and achievement of students in the classroom and beyond. Opportunity, student voice, innovation, and leadership are common threads that connect across our academic programs. We believe that these common threads will be the keys to your success as you chart your own course on an advanced pathway. Ultimately, our goal is to provide all students with an opportunity to thrive in a safe, caring environment that prepares students to live, adjust and enjoy life in a changing world.

Project Lead the Way (Rochester Institute of Technology), Jamestown Community College and SUNY Fredonia dual enrollment, Advanced Placement, Hewes Center for Technical Education, and area cultural organizations such as the Chautauqua Institution provide enrichment opportunities through our honors program. Students participating in their selected pathway can earn more than 40 college credit hours as they pursue these opportunities.

This pathway is organized by content area and an overview of the Secondary program options. Please reach out to the guidance office with questions, we are here to help!

Diplomas & Endorsements

Diplomas Offered:

- Regents
- Regents with Honors
- Advanced Regents
- Advanced Regents with Honors

Honors= all Regents scores averaged to 90%+ (without rounding)

Science Endorsement= scored 85%+ on all Science Regents Exam

Math Endorsement= scored 85%+ on all Math Regents/Common Core Exam

Additional Endorsements

- Career & Technical
- Math
- Science
- Math & Science
- STEM
- Seal of Civic Readiness



Graduation Requirements/Rules

In order to be eligible to walk at graduation, students must meet all of the Chautauqua Lake and New York State Education Department academic and attendance requirements. In addition, a student must be in good standing, attend the dress rehearsal, and must not have violated any rules/regulations during senior activities to participate in the graduation ceremony. Chautauqua Lake has the right to revoke the privilege of walking at graduation if a student does not follow any and all rules put forth by the Code of Conduct and Student Handbook.

Marking Periods & Report Cards

Quarters = 10 Weeks

Semesters = 20 Weeks

Progress monitoring every 5 weeks.

First Quarter: September 7th-November 15th (5 weeks October 11)

Second Quarter: November 16-January 24th (5 weeks December 13)

Third Quarter: January 25-April 4th (5 weeks February 28)

Fourth Quarter: April 5-June 16th (5 weeks May 9)

Raised 50% will only be allowed for two quarters in grades 7 and 8.

Raised 50% is allowed for one quarter only, for students in grades 9-12.

Report cards will be mailed to students and parents at the end of each quarter term period. Incompletes - On occasion, students are granted incompletes, (I) on their report card. This indicates that a student has not completed the required work in a subject for that quarter. This may have been due to absenteeism or failure to turn in assignments. Students may be denied course credit for excessive absences. Work must be made up within the next 2-week period or according to classroom teacher policy, but not exceeding the next progress report. Work that is not completed will be credited as a 0.

Students failing two or more classes are not eligible to attend school dances.

Students failing two or more classes are enrolled into the academic eligibility recovery program, and are given the opportunity to participate in athletics if they complete the required study sessions and signature cards.

Earning credits for a diploma

Minimum yearly credits:

Students studying during their first four years in high school are required to schedule 6.5 credits a year.

Students will proceed on a yearly basis from one grade to the next only after credit requirements have been met. For example, a student must pass 5 ½ credits in the freshman year in order to move to the sophomore year.

Freshman	Promotion from 8th grade
Sophomore	5.5 credit units (earned in 9th)
Junior	11 credit units
Senior	15.5 credit units
Graduation	23.5 credit units



Most students earn more than 23.5 credits. Students who are on track to graduate on time complete their Regents coursework in grades 9-11. Successful completion of their classes and earning credit (passing the course and the Regents exam for that course with a 65%) is essential to graduating on time. A student may be retained if he/she has a cumulative failing average in two or more core courses (English, Math, Science, Social Studies). Input must be gathered from the grade level teachers, guidance counselor and principal. A discussion pertaining to attendance, grades, work habits and social factors and special area academic performance will be discussed to make a plan for each student. A student with an IEP may be retained if he/she has a cumulative failing average in two or more core courses; however, input must be gathered from the Committee on Special Education.

Credit for Regents Courses

A Regents course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination administered at the end of the course. When deciding whether or not a pupil who is enrolled in a Regents course of study has satisfactorily completed the course of study and is entitled to a Regents or local unit of credit, the teacher will evaluate the pupil's performance on all of these activities. To receive Regents credit, a student must pass the Regents examination with a 65% or better and pass the class.

Repeating a course or Regents Exam

High School students have two options available for earning course credit after a failure:

- If a student earned a Y1 score of 55%, he/she is eligible to attend summer school program to earn a 65% or higher
- Repeat the course in the next school year.

Retest of a Regents exam: Students may retake any Regents exam ONLY if a minimum of 4 hours of review is received before the exam date. The higher test score will be reported. At no time shall a student be permitted to retake a local exam.

Advanced Regents Diploma

23.5



Credits	Subject	Testing
4	English	Comprehensive English Regents Exam (11th grade)
4	Social Studies	Global Studies Regents (10th grade) U.S. History Regents exam (11th grade)
3	Mathematics	Algebra Regents, Geometry Regents, Algebra II/Trig Regents
3	Science	2 Science Regents exams (Living Environment, Physical Setting Earth Science, Chemistry, Physics)
3	Foreign Language	LOTE Checkpoint B exam
.5	Health	Local final
1	Art or Music	Local final
2	Physical Education	Local final
3	Additional Credits to complete sequences	Regents or Local exam

Regents Diploma

Credits	Subject	Testing
4	English	Comprehensive English Regents Exam (11th grade)
4	Social Studies	Global Studies Regents (10th grade) U.S. History Regents exam (11th grade)
3	Mathematics	Algebra Regents, Geometry Regents, Algebra II/Trig Regents
3	Science	2 Science Regents exams (Living Environment, Physical Setting Earth Science, Chemistry, Physics)
1	Foreign Language*	LOTE exam (typically passed in 8th grade)
.5	Health	Local final
1	Art or Music	Local final
2	Physical Education	Local final
5	Additional Credits to complete sequences	Regents or Local exam
23.5		

Checking your grades

PowerSchool keeps all of your grade information. If you don't remember your username or password for the PowerSchool Student Portal, see **Mrs. Latimer in the Secondary office**.

Question: What is the PowerSchool Student Portal?

Answer: The Student Portal is exactly the same as the Parent Portal your parents or guardians log into to view your class information. You can now view current and past grades, schedules, and attendance records for all your courses with your own username and password.

Directions for Access:

1. Open a web browser and type in: **clake.powerschool.com**
2. Enter your username and password and click Sign In
3. Access the pages to look up grades, attendance, etc.
4. When finished click the Sign Out link in the upper right hand corner

Counseling help

In general terms, counseling is involved where there is a choice or adjustment to be made. Some situations, which may require the assistance of a counselor, are the following: choice of courses, selection of a college or vocational school, personal problems, poor school performance. Just to be able to “talk about things” is helpful and counselors are trained to help students find acceptable solutions which may include referral to other supports. Students may make an appointment for a conference in the Guidance Office and secure a pass for this purpose. Under normal circumstances, students use study hall or directed learning lab periods for their visits to the Guidance Office.

Mr. Richardson: Graduating Class of 2025, 2027 (this year's seniors and sophomores)

Mrs. Cowan: Graduating Class of 2026, 2028 (this year's juniors and freshman)

Ms. Leah Stow: Middle School Counselor (grades 6-8)

Mrs. Pam Gross, Social Worker, DASA coordinator

Guidance Office Help

College and Career Services

The Guidance Office can help you gather the latest career and college information. This information is for the use and benefit of all interested students and their parents.

Students are invited and encouraged to use www.careercruising.com. This is a system for locating facts about colleges, professional schools occupations, military careers and scholarships. It contains accurate and up-to-date information on over 1000 occupations, over 3000 colleges and universities, and millions of dollars of financial aid.

Username: clhs

Password: careers

Scheduling – Grades 7-12

1. Change of Schedule: It is recognized that the goals and objectives of students do change. The schedule of courses planned in the spring is usually adequate; however, a student may wish to add new courses to his schedule. If you have a legitimate reason for changing your schedule, make an appointment to see the Guidance Counselor prior to the start of the new academic year.

2. Adding a Course:

The decision to add a course should be made prior to the start of the new academic year for the fall semester. **Once school has started, a student may add a course during the first two weeks of the course with approval from the counselor, teacher, and parent of the student.** The student must obtain and complete an add/drop form, available in the Guidance Office, to be enrolled in the course.

3. Dropping a Course

A student may not drop a subject after 30 percent (5 weeks for a semestered course and 10 weeks for a full year course) has been completed. A student may not drop a course if this would drop the student's credits attempted below 6.5. Only in unusual circumstances will exceptions to this rule be considered. **In all cases a student may drop a course only with permission from the parent, the instructor involved, the guidance counselor and the principal.**

College Courses & Honors Program Sequence

 8/9	 10	 11	 12
English 9 Honors	**English 10 Honors (JCC ENG 1510 3 credits)	 *English 11 Honors	**JCC English 1530 **JCC English 1540 (6 credits)
Global Studies 1	*Global Studies 2	 *AP US History	Government Economics
8th Gr. Spanish 1 9th Gr. Spanish 2	Spanish 3	 Physics **Human Anatomy (JCC BIO 1500 4 credits)	AP Environmental Science
*Living Environment [8/9] *Earth Science [8/9]	*Chemistry Honors		
*8th Gr. Algebra *9th Gr. Geometry	**Algebra II Trig & PreCalculus (JCC MAT 1590 JCC MAT 1600 6 credits)	 Calculus 1 & 2 (JCC MAT 1710 JCC MAT 1720 8 credits)	Problem Solving & Statistics (JCC 1500/1540 6 credits)

* indicates a course that leads to a Regents Exam

** indicates a dual enrollment course that also provides JCC college credit

Academic Awards

Awards will be given at the annual Academic Awards Recognition at the end of the school year. Awards will be earned as students earn a total of 150 points, 250 points, and 325 points.

150 points earned - academic letter

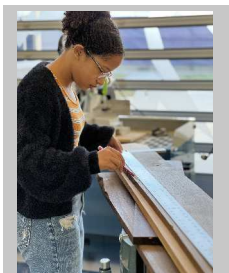
250 points earned - academic pin

325 points earned - academic pullover

Points will be awarded as follows:

- High Honor Roll: 15 points per marking period
- Honor Roll: 10 points per marking period
- Merit Roll: 5 points per marking period
- Science Olympiad: 25 points per year
- Envirothon: 25 points per year
- High School Bowl: 2 points per practice, 1 point per round played* (points awarded only if participation is for the entire season)
- National Honor Society: 10 points per year, including year of induction
- Career & Technical Honor Society: 10 points per year

College Courses, Electives & Career & Technical Education



Project Lead the Way & New Visions

Intro to Engineering JCC/RIT (3 cr)
Digital Electronics (3 cr)
Civil Engineering & Architecture (3 cr)
Principles of Engineering (3 cr)
Environmental Sustainability (3 cr)



Engineering, Manufacturing & STEMM

JCC ENR 1560 Intro to Engineering (3 cr)
JCCMCT 1240 Engineering Drawing (4 cr)
JCC Welding WLD 1200 (3 cr)
JCC Welding WLD 1350 (3 cr)
JCC Welding WLD 1360 (3 cr)
DDPM 1, 2, 3
Advanced Wordworking



Foundations of Education
Myths and Legends
Debate and Communication
Public Speaking
Grit: Leadership I
**Leadership II (JCC LDR 1300 3 cr)



Forensics
Astronomy
Field Science
VEX Robotics



Psychology & Sociology
Child Psychology
Latin American History
Sports & Leisure
We the People
Holocaust Honors



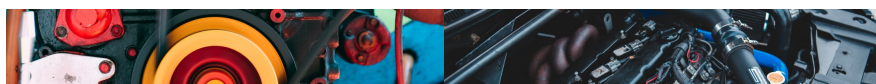
Physical Education
Fitness for Life
Yoga
Tournament Sports
Adventure Sports
Health
Career & Financial Management



Band & Lessons
Chorus & Chorale,
Songwriting, Guitar
Musical Theater
TV/Media Productions 1 & 2
Studio in Art 1-4



AP Computer Principles
AP Computer Science (A)
JAVA
Sports Marketing
Accounting
Problem Solving & Statistics
Calculus 1 & II



Autobody Repair
Auto Mechanics
Construction Technology
Cosmetology

Criminal Justice
Diesel Repair
Conservation



Culinary Arts
Health Assisting
Small Animal Science

Path to a Career

Our collective goal is to celebrate your successful completion of High School and your graduation. Your High School diploma is essential to your success. For example, according to the U.S. Bureau of Labor Statistics for 2023, full-time workers age 25 and over without a high school diploma had median weekly earnings of \$721, compared with \$905 for high school graduates (no college) and \$1,499 for those holding at least a bachelor's degree. Your first job application will ask you if you have graduated from High School, and most professions as well as the Armed services require a High School diploma as a minimum requirement for employment. College admissions are dependent on your successful completion of high school.

Our Chautauqua Lake academic program also provides opportunities to earn college credit and technical skills that lead to professions in the workforce. We offer dual enrollment in Jamestown Community College courses. JCC classes are typically easily transferred to any college credit system. Advanced Placement, Rochester Institute of Technology, and Fredonia's 3-1-3 program are also part of our academic program. The Career and Technical Education program at Hewes prepares you to be workforce-ready in a variety of rewarding careers. All vocational programs are two years in length. Classes meet two and one half hours daily at the BOCES Hewes Center. First year classes meet AM and second year meet PM. Each two year course offers eight units of credit. Students must complete a two-year course for a vocational certificate. We encourage you to take advantage of our college and technical education classes as they save you time and money after graduation and provide more flexibility and opportunity as you pursue your college and career goals.

About Grading

Regents and non-regents students are graded on a percentage basis considering homework, classroom work and projects, class participation, quiz and test marks. These factors will be given varying weights according to the individual teacher's standard and expectations. Students will be informed of the teacher's grading policy at the beginning of each course. 100% is the maximum mark. The minimum passing mark is 65%.

Incomplete work should be made up according to the classroom teacher's policies, but not longer than 2 weeks (extenuating circumstances will be reviewed i.e. Medical). Students failing to make up an incomplete will not be eligible for the Honor Roll for the quarter in which the incomplete was received. Students who have a legal excuse may be considered for Honor Roll once work is made up.

Honors & College Courses

Advanced Placement (AP) Score on the AP exam determines the number of credits awarded by various colleges/universities. All students enrolled in AP classes at Chautauqua Lake are required to sit for the AP exam at the conclusion of the course. There is a fee for the AP exam.

Dual Enrollment courses currently have credit awarded by Jamestown Community College (JCC). These are taught by Chautauqua Lake teachers who are certified as adjunct professors and approved by NYSED and JCC to teach college-level classes

Rochester Institute of Technology: Select Project Lead the Way courses are taught by an approved RIT Chautauqua Lake teacher. Students who opt to take and pass the RIT college exam upon completion of the course have the option to receive RIT credits, credit fees apply.

PEP/3-1-3: Students can work towards receiving college credit by attending classes at JCC (PEP Pre College Enrollment Program) or SUNY Fredonia's 3-1-3 program. Course fees apply

Physical Education

Students in New York State are required to take Physical Education in grades 1-12. At the Secondary Level, we expect all students to come to class prepared to participate. If a child has medical excuse he/she should bring a note from a parent and have it signed by the school nurse. If the student will be out of class for a long period of time a doctor's note is required and other course work may be assigned. Proper gym clothing consists of gym shoes, socks, a t-shirt, shorts or sweatpants, leggings, etc. For cooler weather or outdoor classes, students may also require coats, boots, mittens, and hats.

For safety reasons, gum chewing is not allowed. A locker and padlock will be provided for every student and students are expected to keep their locker clean and locked. Grades will be based on participation, skill tests, written tests, and effort. All students are expected to follow the class rules and always do their best.



Absent Leaving Early Tardy



Parents & Guardians
call 716-753-5881
and
send in a signed note

Reporting

Please call 716-753-5881 to report absences, tardies and early dismissals. You may leave a message with the information. Our attendance secretary will initiate our PowerSchool system at 8:00AM, and parents will receive notification if their child is absent without notification (unexcused absence).

Schools are required by law to obtain a written excuse from a parent or guardian for each case of absence or tardiness for their children. The excuse must specify the date of the absence or tardiness, the specific reason, and must be written and signed by the parent or guardian. This excuse must be returned the day the student returns to school. Excuses may also be emailed to wlatimer@clake.org if a parent has already called in to report the absence.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. Please note that an excused absence is still considered an absence. 14 or more absences from a course will result in removal from the class or course failure. 10 or more absences per year is by NYS Dept of Education reporting considered "chronically absent." Students with medical conditions who qualify may receive tutoring, which would convert absences to present credit.



Excused: Time to make up work provided. An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, in-school activities listed on the next page, approved educational family trips, military obligations or other such reasons as may be approved by the Board of Education.



Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories. Unexcused absences include but are not limited to unreported absences, truancies, family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping, etc.

Homework

The following guidelines for homework were developed in accordance with Policy #8110 of the Chautauqua Lake Central School District and are intended to provide consistency in the implementation of homework within grade levels and departments. Specifically, the guidelines address the following:

- grade weighting
- amount of work assigned in a night/week
- group projects versus individual work
- parent and/or student appeals of homework issues

Grade weighting:

Homework may be counted as a portion of a student's quarterly grade. Each teacher is responsible for informing the student of his or her weighting system before the start of the course. Weighting should not be more than 35% of the overall grade.

Amount of Time:

On average, approximately 1-2 hours of work will be assigned/student with the exception of college credit, Advanced Placement courses and long-term projects/assignments.

Group Projects vs. Individual Projects:

Group projects are extremely important for social networking and collaborative development. Group projects develop required skills for graduation. Teachers should give class time or ensure there is collaborative time, involving all parties (i.e. common DLL, SH or after school help). Supervised time should be provided during the school day or after school hours.

Homework

Plagiarism:

1. Using someone else's ideas and words, or assisted technology tools such as AI, as your own without giving them the credit through a reference.
2. A form of cheating as the student is using someone else's intellectual property or ideas as their own to inflate their grade/complete an assignment.
3. Sharing answers on assessments, or using materials or resources without permission for the purpose of answering questions.

The act of stealing and passing off the ideas or words of someone else as your own is unacceptable and will be treated as cheating. **Each offense will be cumulative throughout the Secondary School 7-12th grade (not just within one class or one school year).**

- **First Offense:** No credit for plagiarized assignment given (**0% entered into PowerSchool**). Teacher calls parent and notifies Dean of Students, student required to redo assignment. Partial credit may be given for redone assignment.
- **Second Offense:** Three detentions. Loss of credit and loss of student activities (dance, fun nights) for those five weeks.
- **Third Offense:** In school suspension, loss of credit. Any additional offenses will result in out of school suspension with a possible superintendent's hearing.

Homework

Students should understand that homework is a necessary extension of classwork and that it is assigned to help students learn. As such, it becomes a course requirement, and it is the student's responsibility to have homework completed on time.

- Enroll in all Google classrooms for your courses and check for assignments that are due.
- Log in to PowerSchool to check for grades and receipt of assignments.
- Students who do not understand an assignment should answer the question to the best of their ability rather than leaving out the question.
- Assignments are to be completed and submitted on time.
- Homework that is turned in late may not receive full credit.
- Homework that is only partially completed or below teacher-defined standards will not receive full credit.
- Students who habitually do not do their homework will most likely not pass. Teachers can directly assign a student to come to their rooms during DLL or studyhalls.

Homework

Procedure for Addressing Homework Concerns:

Students (or parents) who wish to address concerns regarding homework as related to classroom grades must first address their concerns via a parent conference with the specific teacher from when they received the grade. If appropriate, another teacher and/or guidance counselor may be present during the meeting. If the concern is not resolved through this meeting, a written request will be submitted to address the concern with the principal. This written request should identify the concerns that will be discussed at a meeting to include the student, parent, guidance counselor and the appropriate teacher(s). Following this meeting, the principal will issue a written response to the parent indicating the resolution to the concern.

Special Education/504 Plans:

When modifications of homework are indicated on an IEP or 504 plan, they shall be based on need and determined by the Individual Education Plan/504 Plan only.

Homework Requests -

Students going on vacation with parents

We discourage parents from taking their children out of school for extended periods during the academic year. Students are responsible to access their Google classroom and see teachers with questions about missed assignments. Parents are encouraged to communicate with the secondary office and teachers regarding any anticipated unexcused absences for trips.

Students out sick for short period of time -Students are responsible to access their Google classroom and see teachers with questions about missed assignments. If the student will be out of school due to medical reasons for an extended period of time (longer than five days), please contact the Guidance Office to arrange for tutoring (see page 18 of this handbook for more information).

Cumulative Averages

Each high school course is assigned a level of difficulty:

Basic Course	1.00
Non-Regents	1.02
Regents	1.04
College/Honors/AP	1.06

The final grade the student receives for each course is multiplied by the credit earned and the difficulty factor. The total number of points received for all courses is then divided by the credits the student accumulated to obtain the final weighted average.

*ex. AP US History 92% (final avg) 1 cr AP course weight of 1.06 and will be calculated:
 $92 \times 1.00 \times 1.06 = 97.52$ as the weighted grade*

All weighted averages are used in calculations for academic recognition, transcripts, and Senior academic honors (including Top Ten and scholarships).

Class Rank

For the purpose of determining class rank, only those courses offered during the hours of the academic day at CLCS summer school courses, or courses that are used as graduation requirements will be included.

Weighted Averages:

The district recognizes that all courses are important and are of value to students. Final ranking will be determined from weighted averages at the end of the third quarter of the students' senior year (through 7 semesters). The class Valedictorian shall be the student with the highest weighted average. The class Salutatorian shall have the 2nd highest weighted average. When a student transfers from another school or receives letter grades from college courses, the following equivalents are used: A = 95, B = 85, C = 75, D = 65.

High Honor, Honor & Merit Roll

The Honor Roll (7-12) will be determined each marking period by using the weighted average method:

High Honor	95% or above
Honor	89.5% - 94.9%
Merit	84.5% - 89.4%

Any student who is failing a subject, including Physical Education, AIS and labs, or has an incomplete in any class cannot be on the Honor/Merit Roll. Students with an incomplete on a report card will not be considered for the Honor Roll that (10 week) period.

Students who earn their spot on Merit, Honor, and High Honor Roll will receive recognition and rewards.

Student of the Month

Teachers nominate students from every grade level monthly for recognition of hard work, demonstrating great character, and leadership. If you are selected for this award, know that your teachers recognize your hard work and appreciate your efforts to achieve your greatest potential. Students are recognized in media, social media, and with awards.

Scholarships, Honors, and Awards

Students at Chautauqua Lake Secondary School have many opportunities for recognition of outstanding performance and behavior. Many individuals, civic, and community organizations sponsor annual awards and scholarships to recognize student achievement and provide monetary assistance with which students may advance themselves in further academic pursuits. These honors may be for academic, athletic, or musical excellence as well as for community service, school citizenship, or positive attitude. Information on these opportunities may be obtained from the Guidance Office.

Peer Leadership

Students at Chautauqua Lake Secondary School have many opportunities for earning positions of leadership. These include elected positions and co-curricular positions such as Peer Education, Sources of Strength, Student Administration, Class Officers, National Honor Society, First Amendment First Vote, Interact Club, and leadership in athletic teams.



Honor Society

The Chautauqua Lake Central High School Chapter of the National Senior Honor Society is composed of outstanding members of the Sophomore, Junior, and Senior classes. The purpose of the Senior National Honor Society is to create enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character in the students of high schools. Membership in this society is an honor and recognition of the possession of these traits by a student.

Any student in the 10th, 11th or 12th grade who has attended Chautauqua Lake High School for at least one semester and has attained the required average since the ninth grade is eligible to be considered for membership. Students who are eligible for consideration are then asked to complete a Student Activity Information form. This form is not an application for membership and its completion does not guarantee selection - it is simply a source of further information regarding the students' activities, leadership, and service. After receiving the input of the faculty through recommendation forms, the Faculty Council meets to select the new members. The voting membership of this council is comprised of five faculty members appointed by the principal.

The chapter advisor serves as a non-voting member of the council. After reviewing the Student Activity Information Forms and the input of the entire faculty, the council votes on each individual candidate. The votes are based on a candidate's scholarship, leadership, service, and character, with all of these traits being weighted equally. Candidates receiving a majority vote are then inducted into the chapter.



Co-Curricular Activities

Spanish Club: Mrs. Carle

High School Bowl: Mrs. Jantzi & Mr. Barnes

Envirothon: Mrs. Jantzi & Mr. Bailey

Peer Educators: Mrs. Boyle & Mrs. Dloniak

Student Administration: Mrs. Boyle & Mrs. Dloniak

Junior Student Administration: Mrs. Spoon & Mrs. Rosage

National Honor Society: Mr. Raynor

Yearbook: Mrs. Dorman

Art Club: Mr. Whipple

Musical Director: Mrs. Davis

Ski Club: Mr. Bland, Mrs. LaCross

Trap Club: Mrs. Shearer

HS Science Olympiad: Mrs. Morton & Mr. McCray

Senior Class Advisor: Mrs. Stroth & Mrs. Janicki

Junior Class: Mrs. Healy & Ms. Michalak

Sophomore Class Advisor: Mrs. Swan & Mr. Rohlin

Freshmen Class Advisor: Mrs. Carle & Mrs. G. Mueller

8th Grade Advisor: Mr. Liberatore & Mrs. Morton

7th Grade Advisor: Mrs. Gilbert & Mrs. Regan

Chess Club: Mr. Mueller

Outdoor Adventures: Mrs. Curtin, Ms. Vincent,
Mr. Gollwitzer & Mr. Morton



Student Administration

The Student Administration consists of officers and representatives from each grade, Grade 9-12. A faculty member serves as the advisor. The Student Administration should have an active role with the purpose to serve as liaison between the student body and the administration. The Student Administration is an organization where student activities, problems, and questions can be presented for discussion and consideration. Elections for the Student Administration officers and representatives for the school year will be held in May of that school year. Meetings may be held at a time specified by the officers and approved by the advisor.

Student Council (7th & 8th)

Student Council is an elected student government body that meets regularly to decide on activities to be sponsored by the Student Council for the student body as a whole. Activities sponsored by the Student Council in the past have included: dances, fun nights, assemblies and speakers, pep assemblies, and talent shows. In addition, the Student Council has sponsored fundraising activities as a benefit for a worthy cause.

Eighth grade students may seek to run for the office of president. Candidates will make their views known to the student body during an assembly before the election. Any interested students may run for the office of grade-level representative. All students are encouraged to see their elected representatives to make suggestions about activities they think the Student Council should consider.

Dances sponsored by Chautauqua Lake Central School organizations and classes are for the benefit of our students. All 7 & 8th grade dances are subject to the regulations on the next page. Hours will be from 7-9 p.m. except when alternate arrangements have been made with the advisor or administration. Students will not be admitted to the dance after 8:00 p.m. Students in grades 7th and 8th may not invite guests. 7-8 Grade dances are for 7-8 grade students only. Students who are failing two or more subjects, or have had a suspension within 15 days are not permitted to attend dances. Students who have 3 discipline reports in a 5 week period are not allowed to attend.

Class Officers & Activities

Dances, fundraisers, trips, community service and awareness campaigns, Battle of the Classes and celebrations.

Every grade level has elected class officers that coordinate the grade level fundraisers, celebrations, special community service projects or awareness campaigns, Battle of the Classes competition, dances, special events, and trips. One of the class officers will also serve as a representative on the Student Administration board.

Battle of the Classes Spirit tickets are awarded to individual students and to the Grade level for participation and creativity in the following Chautauqua Lake Traditions:

Battle of the Classes Special Events

Spirit Week Competitions

Homecoming Parade Float Competition

Homecoming Pep Rally & Winter Olympics

Winter Ball & Prom

Athletic & Musical Event attendance

Class officers are responsible for counting their grade level tickets with the Class Advisors and for updating the Battle of the Classes LeaderBoard with results monthly.



Student Dances 9-12

All dances organized for 9-12 students must be approved by the principal at least **one month** in advance. Names of chaperones should be included on facility usage form.

- 9-12 dances will be scheduled from 7:00 - 10:00 p.m. There must be at least five chaperones at each dance, including the class/club advisors. Dances are typically semi-formal.
- **All tickets must be reserved and prepaid by 12:00 the day before the dance.** Only those students in good academic and behavior standing on the reservation list and paid will be allowed to attend.

Students who have three or more discipline reports or a suspension in a 5 week period are not allowed to attend. Students failing two or more subjects are not allowed to attend. Seniors who are failing a course required for graduation are not allowed to attend

- Students absent from school during the day are not permitted to be in attendance at dances. Students absent on a Friday are not permitted to attend a Saturday dance unless it is an excused absence.
- Once students have entered the building they must remain in the building. All students will sign out. If students leave the building they must also leave school property and may not return. There will be no loitering outside the building.
- Chautauqua Lake Central School District Reserves the right to administer an alcohol screening device to every student, enrolled or visiting, who is in attendance at an extra-curricular school function. Consumption or use of drugs or alcohol and smoking are subject to the same rules and procedures in force during the normal school day. If a chaperone detects the consumption of alcoholic beverages or use of illegal substances on any student, the student shall not be admitted to the function. Police and parents will be contacted. Student will be turned over to law enforcement authorities. The incident will be reported to the principal in writing the next school day after the function.
- The advisor will organize the student committees to sell tickets, handle refreshments, and cleanup.
- The advisor will be in charge of the dance. In the absence of an administrator, all decisions will be made through the advisor. He/she will meet with all chaperones prior to the start of the dance to arrange adequate supervision.
- 9-12 students must complete a Guest/Visitor Authorization Release form to be able to bring a guest. One guest per student. These are available outside the Secondary School Office. No guest 21 or over is permitted at CLCS dances. Guest lists will be established by the advisors and turned in by 12 PM the day before the dance. Guests must be enrolled in good standing at an area school and must be in grades 9-12. Schools will be asked to verify this information. Home School students must provide license, emergency contact information and proof of health insurance.
- Guests and sponsors must enter the dance together. If there is a problem at the dance, both sponsor and guest will be asked to leave. Proper transportation must be arranged. Parents/guardians will be called.
- At least one chaperone will be on duty while the DJ sets up, unless previously arranged with custodians. The other chaperones will be at the school fifteen minutes before the dance starts. At least two must remain until all students are gone.
- All DJs must be approved and contracted by the principal or his/her designee.
- The school dress code will apply to all dances.
- Regular 9-12 Dances are for high school students who attend Chautauqua Lake Secondary School. Students enrolled through the district at partner schools such as BOCES or other out of district placements may attend if they are in good standing at their school, and with a guest authorization form. Students with suspensions, academic failures or lack of attendance on their record are not eligible to attend.

Prom

The prom is a Chautauqua Lake Secondary School formal dance for upperclassmen (Juniors and Seniors) that is created by the Junior class and is held off-campus. All regular dance rules apply except that freshman and sophomore students are permitted to attend *only* if asked by an 11th or 12th grader.

Juniors and Seniors may also invite a recently graduated guest, provided that the guest is under the age of 21 and meets eligibility requirements. This guest must provide a copy of their picture identification (NYS LICENSE or NYS ID); emergency contact information, and proof of health insurance along with the guest authorization form.

Tickets must be purchased in advance through the Junior Class by the deadline.



Athletics

Athletic Director: Mr. Bongiovanni

Athletic Secretary: Mrs. Preston

Fall

Varsity Volleyball: Coach Meadows

JV Volleyball: Coach Sturm

Modified Volleyball: Coach Hepp, Coach Fisher

Varsity Football: Coach Gibbs, Coach Pope, Coach Denny,
Coach Peterson, Coach Langer

Modified Football: Coach McFadden, Coach Bensink, Coach Kenny,
Coach Fisher, Coach Baker, Coach Baker

Varsity Girls' Soccer: Coach Gleason, Coach Cannon

Modified Girls' Soccer: Coach Vincent

Varsity Boys' Soccer: Coach Barnes, Coach White

Modified Boys' Soccer: Coach Akin

Swimming: Coach Bobik, Coach Martin

Tennis: Coach Teets



Winter

Varsity Girls' Basketball: Coach Burnett

JV Girls' Basketball: Coach Cannon

Modified Girls' Basketball: Coach Vincent (8th), Coach Yudin (7th)

Varsity Boys' Basketball: Coach Pope, Coach Schuster

JV Boys' Basketball: Coach Swan

Modified Basketball: Coach Cummings (8th), Coach Knight (7th)

Varsity Boys' Wrestling: Coach Rowe, Coach Joslyn,
Coach Gibbs, Coach Machemer

Modified Boys' Wrestling: Coach Smith

Girls' Wrestling: Coach Dorman, Coach Dorman, Coach Fairbank

Bowling: Coach Majka

Spring

Varsity Softball: Coach Yudin, Coach Fairbank, Coach Smith

JV Softball: Coach Ulsh

Modified Softball: Coach Dole

Varsity Girls' Track: Coach Grace, Coach Forester

Modified Girls' Track: Coach Raynor

Varsity Boys' Track: Coach Putney, Coach Knappenberg

Modified Boys' Track: Coach Denny

Varsity Baseball: Coach Cummings, Coach Cummings

Modified Baseball: Coach Knight

Golf: Coach Swanson



CHAUTAUQUA LAKE

ADVENTURE TRAIL SYSTEM



This is an outdoor learning space for students during regular school hours. Community use of this trail is welcome when school is not in session.



Carry in Carry Out,
Leave no Trace.
Enjoy the woods, but don't disturb it.



No ATVs, motorized bikes, or other motorized vehicles.
No horses.



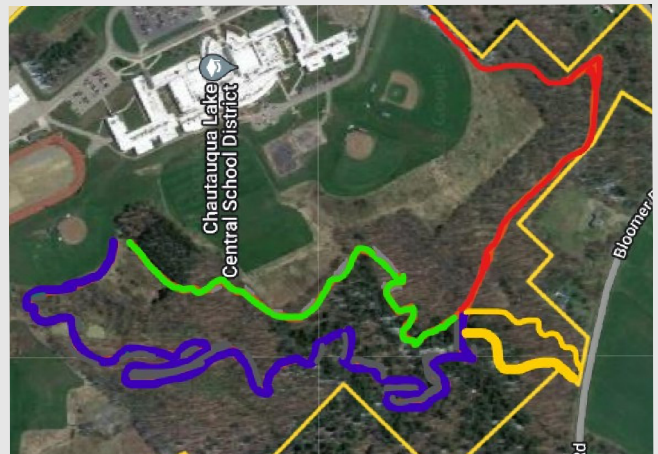
No alcohol, smoking, or drug use.
No hunting or trapping,
no firearms.
No camping and no fires.



Pets must be on a short leash,
and clean up after pets.

Our trails are approximately 2.7 miles total.
Trails are marked with color-coded arrow blazes in both directions.

Lake (blue) Rusty Saw (yellow)
Spruce (green) Orchard (red)



Stay on the marked trail, our map is also available on our website.



Pedestrians keep left to face
oncoming Bicyclists.



Trail hours are dawn to dusk
outside of school hours.

This is Chautauqua Lake Central School District property, and school rules apply.
School hours are 7:40 AM - 3:00 PM. Visitors use at their own risk.

Driving Regulations

School traffic and parking

No motor vehicle or motorcycle shall be operated on school grounds except for the purpose of school business or other activities approved by the Board of Education. Parking or standing of all motorized vehicles (autos, motorcycles, snowmobiles, etc.) is prohibited in all school bus loading zones.

Students driving to school and parking their motorized vehicles on school grounds are permitted only after obtaining a driving permit from the Secondary School Office. The written permit must be signed by the parent/guardian. The space assigned for student parking will be in the lot in front of the secondary entrance. Snowmobiles must be parked in the space designated by Mr. McKane, Building Supervisor.

No motorized vehicles shall be operated on school grounds in excess of five miles per hour. Dangerous behavior with a motor vehicle, i.e., using cell phone while operating, seat belts not properly fastened, dangerous passenger behavior, or other motor vehicle infraction will result in immediate disciplinary consequences and revocation of driving privileges up to six months.

Bicycles must remain in the bike rack and locked.

No weapons, drugs, alcohol, drug paraphernalia, tobacco (including vapes) are permitted on school property. This includes inside a vehicle parked on school property.

Computer/Chromebooks

GENERAL COMPUTER GUIDELINES

The computers are available to assist students in their academic endeavors. Therefore, students should be using computers for **educational purposes only**.

Acceptable Use and Conduct:

Access to the Internet on the School District's computer network is provided solely for educational purposes and research. Use of the Internet is a privilege, not a right. Inappropriate use may result in suspension or revocation of that privilege. Each individual in whose name an access account is issued (an "Account Holder") shall be responsible at all times for its proper use. All Account Holders will be issued a log-in name and password. Passwords may be changed periodically. All Account Holders are expected to abide by the generally accepted standards of Internet etiquette. This includes being polite and using only appropriate language. Abusive or obscene language, vulgarities and swear words are all inappropriate. Each individual seeking issuance by the School District of an access account must submit a signed User Agreement and Waiver Form, as well as a Parent/Guardian Consent for students. Signatories to this waiver form agree to hold the School District harmless for materials acquired or contacts made on the School District's network or on the Internet.

Prohibited Activity and Uses:

Violations of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of an Account Holder's access to the Internet.

1. Using the Internet for commercial activity, including advertising
2. Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
3. Using the Internet to receive, transmit, or make available to others obscene, offensive, or sexually explicit material.
4. Using the Internet to receive, transmit or make available to others messages that are racist, sexist, abusive, obscene or harassing to others.
5. Using another Account Holder's account or password.
6. Attempting to read, delete, copy or modify the electronic mail (e-mail) of another Account Holder and deliberately interfering with the ability of other Account Holders to send and/or receive e-mail.
7. Forging or attempting to forge e-mail messages.
8. Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy School District equipment or materials, data of another Account Holder or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the School District network.
9. Using the school network to send anonymous messages or files.
10. Revealing the personal address, phone number or other personal information of oneself or another person.
11. Using the school network in a fashion inconsistent with directions from teachers and other staff and generally accepted Internet etiquette.

Other information regarding the Use of District Computer Systems can be obtained by contacting the District Office. Please refer to Policy #8271.

Computer/Chromebooks

If students leave their Chromebook at home, they are still responsible for completing the required course work as if they had their Chromebook present. If students leave their Chromebook at home, they are still responsible for completing the required course work as if they had their Chromebook present. If a student repeatedly leaves their Chromebook at home, they will be required to “check out” a loaner Chromebook from the IT department. Discipline for not being prepared may apply.

Chromebooks and any accessories must be returned to a designated teacher, the school office, or the technology department before the end of your final day of school. If the device is not returned, the cost of the Chromebook and any missing accessory will be charged to the student / parent. The same applies to any damage incurred to the device while in the possession of a student. If the device is not returned in satisfactory condition, the student may be required to serve detention.

The Chromebook will be treated as a necessary part of the students learning therefore, failure to comply with school rules while using a school device will result in disciplinary actions according to school policy as well as the potential for limited access to the device other than for direct instruction and homework.

TAKING CARE OF YOUR CHROMEBOOK

Students are responsible for the general care of the Chromebook. You are not to loan the device out to anyone. Chromebooks that are broken or fail to work properly must be reported immediately for an evaluation of the equipment.

General Precautions

- No food or drink is allowed near, next to, or on your Chromebook.
- Do not bring your Chromebook to lunch.
- Cords, cables, and removable devices must be inserted carefully into the Chromebook.
- Do not put ANY other item inside the case of your device. This can result in a misaligned battery, cracked screen, or worse.
- Make sure your ID card with your name on it can be seen on the front of the case. Do not remove or alter this ID card.

Personalizing Your School Owned Chromebook

Personal pictures can be used as a desktop background on the Chromebooks as long as they are appropriate and do not violate Copyright, Code of Conduct, or other school policies.

Computer/Chromebooks

Chromebooks will be distributed at the beginning of each school year. Parents & students must read, sign and return the Student Compute Acceptable Use Regulation / Policy before using a Chromebook and associated accounts. In order to ensure the proper utilization of the equipment, students are required to observe the following guidelines for all computer/chromebook use:

- Food or drinks are not permitted around computer devices, and Chromebook devices should not be used in the cafeteria due to potential exposure to food and drink.
- Games, music, and other programs brought from home are NOT permitted to be used on school computers. The computers are for school-related and educational activities only. In addition, headsets will not be allowed, unless requested by a teacher.
- The Internet is used exclusively for academic work and projects for classes. Any student found using it in an inappropriate manner shall be suspended for no less than 4 weeks from Internet access. More severe violations shall suspend the student from computer and network access for the remainder of the school year.
- Any malfunction of school Chromebooks or other computer equipment must be reported to the classroom teacher ASAP.
- Students using personal devices (cell phones, tablets, netbooks, laptops) that connect to a network outside of the control of the school, such as cell phone data networks, are subject to the same rules that apply to CLCS issued computer equipment and the internet access on each device. Students should not use personal devices to access or download content or files that would violate the AUP and/or CLCS Internet Filtering Policy through Erie 1 BOCES. Devices used to display or access such downloads, internet content or existing files downloaded at other locations other than the school property will be held by the principal until parents can be notified.
- Chromebooks that are assigned with an “always-on” carry case MUST always stay in that case/bag for protection. Do not remove the device from that bag. If you are having issues with your Chromebook, report it to your teacher so they can open a ticket with the Information Technology department.
- The Chromebook charger must always remain with the device and in the bag when not in use.
- Do not put ANY items (pencils, pens, earbuds, paper) inside the case with your Chromebook device. This can result in a cracked screen or other damage to the device. Any papers, pencils, etc. if carried in the case, must be placed in the front, zippered pouch. Chromebooks are required to be charged and ready for each school day/class. Violation of this rule may result in discipline as assigned by principal or designee.
- Lost, damaged, and unreturned Chromebooks, chargers, bags, or ID tags will be treated as any other missing or damaged school material and may incur a fee and/or discipline. Any lost, damaged or stolen devices, chargers, bags, or ID tags must be reported to a classroom teacher immediately.
- Do NOT directly apply, write, draw, place stickers, skins or labels to school owned Chromebooks.
- Never attempt to restore or fix the Chromebook yourself, please contact a classroom teacher.
- No intentional dropping, tossing, or generally abusing the device. Make every effort to safely transport Chromebooks between classes and to and from home.

Student Use of Personal Technology

Board Policy 7316R

This regulation defines the use of personal technology during instructional and non-instructional time and reinforces the standard that all use, regardless of its purpose, must follow the guidelines outlined in the Student Acceptable Use Policy (AUP), the District Code of Conduct, and the Dignity for All Students Act.

Terms

Instructional purposes include, but are not limited to, approved classroom activities, research, college admissions activities, career development, and communication with experts, homework, and other activities as deemed appropriate by school staff.

Inappropriate communication includes, but is not limited to: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, bullying, or disrespectful language or images typed, posted, or spoken by students and staff; information that could cause damage to an individual or the school community, or substantially disrupt or create the potential for substantial disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices.

General Use

- 1) Personal devices must be approved for use during instructional and non-instructional time and on the District computer network. Students must complete and return Form # 7316F to the building principal or designee for approval, prior to the use of personal devices.
- 2) Students must take full responsibility for the device and keep it with them at all times or safely store in their lockers.
- 3) Students and their parents are responsible for the proper care of their device, including any costs of repair, replacement, upgrades, or modifications needed to use the device at school.
- 4) The District reserves the right to inspect a student's personal device if there is reason to believe that the student has violated District policies, school rules, or engaged in other misconduct while using his or her personal device.
- 5) Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. Taking photographs, recording, or videotaping without an individual's consent can be considered an invasion of privacy. The distribution of any unauthorized photos, media, or recordings may result in discipline including, but not limited to, suspension, criminal charges, and expulsion.
- 6) Students should only use their device to access instructional materials, contact staff and fellow students, and access instructional and research software and applications. Students may not access confidential files or other inappropriate records on the District network.
- 7) Students and parents should not use personal technology to circumvent school rules on excuses, dismissals, absences and the like. Parents or guardians should call the School Office rather than contacting their children directly on their personal devices.
- 8) Students are discouraged from sharing personal devices. If a student uses the personal technology device of another student and commits a violation of District policy, both students may be liable for consequences resulting from that use.

Student Use of Personal Technology

9) The District assumes no responsibility for the loss, destruction, misuse, or theft of any personal technology device that is brought to school at any time, or to a school-sponsored activity.

10) Students may not utilize any technology to harass, threaten, bully, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This behavior is subject to disciplinary action and will be reported to the state as part of the Dignity for All Students Act.

11) Any action that is generally considered a violation of the Code of Conduct will also be considered a violation if done using a personal technology device. Actions such as bullying, discrimination, harassment, and plagiarism will not be tolerated.

12) Violation of these regulations may result in the confiscation of the device and may lead to disciplinary action as outlined in the District Code of Conduct.

Instructional Use

Student use of personal technology during instructional periods is limited and may be granted at the discretion of the classroom teacher and/or building principal. Students will follow teacher directions for online lessons and searches. Students must comply with all teacher and administrator requests related to the use of the personal device. If a student's use of personal technology is disruptive to other students or in any way inhibits their learning, the privilege of use will be revoked at the teacher's discretion. If a student uses his or her personal device outside of the approved usage as designated by the teacher or staff during class time, the student will receive disciplinary consequences as outlined in the District Code of Conduct.

Non-Instructional Use

Student use of personal technology during non-instructional periods is permitted, provided that it does not create a substantial disruption to the school environment.

Senior FLEX

Senior FLEX is a program that allows seniors who meet specified criteria and have signed and notarized parental permission to start the school day at 9:24 or leave school at 1:35 on days the student has a 1st or last block study hall. Students may flex for no more than 80 consecutive minutes during the school day. This program begins after the first 5-week progress reports have been mailed.

Qualified seniors may FLEX Block 1 or Block 4 if they are not assigned to a class during this time. For example, seniors may choose to FLEX Block 1 and arrive at school by 9:20 for their Block 2 class. Students may choose to FLEX Block 4 and leave school at 1:40. While in-season, student-athletes, who qualify, will be allowed to exercise their flex-schedule option in the morning (first block). For safety reasons, while in-season, student-athletes will NOT be allowed to exercise their flex schedule option in the afternoon (fourth block). This program is considered to be a privilege for seniors and, as such, may be taken away as soon as there is any indication of non-compliance with the rules, regulations and/or eligibility criteria.

Work Release

A written request must be submitted to the Principal detailing the reason(s) for such a request. The document must be signed by a student and a parent or guardian. Documentation substantiating the reason for the student request must also be submitted in writing (i.e. Employer's statement). This form is available in the Secondary office.

The student must be passing in each academic subject and otherwise be in good academic standing. NOTE: If a student appears on the eligibility list as failing any course, the Principal's Work Release privilege will be revoked for the remainder of the five week marking period and it will not be reinstated until the student passes the course.

The student must exhibit satisfactory school/class attendance. Repeated tardiness or absences will result in removal of the Principal's Work Release privilege.

The Principal's Work Release is considered a privilege and may be withdrawn and/or adjusted at the discretion of the Administration.

Lockers & Waterbottles

Lockers and locks are provided for all students. Only school locks are to be used on lockers. In order to avoid having anything stolen, lockers **MUST BE KEPT LOCKED** at all times. Students are to lock up valuables and money. Failure to do so could result in loss of locker privileges.

Students are responsible for the padlock assigned to them at the beginning of school. If this padlock is missing at the end of the year, a \$10.00 fee will be imposed. It is important that students be aware that all student lockers are subject to search at any time by school officials without prior notice or student consent.

All students are welcome to carry a reusable water bottle. However, all bags, large purses, tote, backpacks, lunch bags, and lunch boxes must be stored in lockers.

Library

Mrs. McPherson, Library Media Specialist

The Library is for the purpose of doing school research or reading (homework is to be done in Study Halls). Cell Phones are not permitted in the library.

- Library materials are to be handled according to established rules.
- The rights of others to use the Library are to be respected.
- Students may use the Library only one period a day unless they have reference work that requires use of the Library for additional periods.
- We expect you to be courteous and quiet in the library so others are not disturbed or distracted as they read or complete their research.
- Students will not be permitted to go to the library during lunch.
- Students who are experiencing academic difficulty may use the library only if they obtain a pass or note signed by the teacher of the class they are failing. The pass/note must state that the student has research or assignments to complete.

Safety:

New York State Education Law requires students to receive training in building evacuation through drills so that they may leave the school building in the shortest possible time without confusion or panic in a sudden emergency. These are commonly known as fire drills.

Fire drill rules are posted in all rooms, and students should become familiar with them and learn where all exits are located. Students are to walk quickly (not run), silently, and directly to the designated exits and proceed to a safe distance from the building so as not to interfere with any fire equipment.

New York State Education Law also requires students to receive training by means of drills for situations that would require a Lockdown. A lockdown is an internal threat that requires students to hide and remain silent.

Lockout notification means that an external threat will be addressed by locking the entry doors and stopping entry/exit to the building until all is clear. Severe Weather Shelter drills require the buildings to receive training on where to go in the event of a severe weather event.

Security

In order to account for all students at any time, teachers must have full accountability and awareness of where students are at all times. Attendance, awareness, and accountability are all required at all times for the security of our campus and school community.

If you see something on social media or hear something that is a threat to anyone here at school, let us know right away. Tell any adult from school that it's important and give as much information as possible. You may also report concerns using the See Something, Say Something digital service.

Health Services:

School Nurses Mrs. Holley & Mrs. Hull

Feeling sick?

The health office is accessible to all students and parents. A student who is not feeling well may be excused by his/her teacher to consult with the nurse. Students who become sick during the school day and wish to be excused from school must see the nurse to get permission to leave and sign out. **At no time shall students call for rides home if they are not feeling well without consulting with the nurse.** Leaving school without permission of the nurse or the Secondary School Office is truancy. The nurse is available during the entire school day. The school nurse also provides emergency care for students in accidental or unexpected medical situations.

The primary responsibility of the nurse is to encourage and promote good emotional, mental and physical well-being for all students. The nurse will assist students individually or collectively, as well as members of the community, should the need arise. The school nurse will complete mandated screenings as directed by NYS Ed. and on an as needed basis as requested by the parent/guardian or teacher.

Administration of Medicine Policy:

Students who are required to take medication during the school day must bring a form signed by their doctor that authorizes the school to administer medication. The medication itself must be sent in the container in which it is dispensed. The form for this is available in the Health Office. Only those medications, which are necessary to maintain the student in school and must be given during school hours, shall be administered. Medication must be administered by or be under the supervision of the school nurse. Students cannot carry their own medicine, or take it on their own unless the medication qualifies under the paragraph below.

Self-Administration of Medications:

Students that are determined to have adequate understanding in the appropriate use of medications used to treat asthma and/or allergic reactions are allowed to carry these specific medications with them or keep them in their lockers. This situation requires that appropriate signed physician orders be on file in the health office and the nurses must determine that the student is deemed responsible in the use of the medication as prescribed.

Students found exhibiting irresponsible behavior or a safety risk with regards to medication will have the privilege of carrying his/her medication rescinded.

Students found in possession of any medicine (including over-the-counter medication) on school grounds without the proper authorization will be suspended from school for two days. (Refer to Alcohol/Drug Policy)

Health Services:

Student Injuries:

No student shall be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered a province of the coach. A coach's responsibility is to see the injured players are given prompt and competent medical attention, and that all details of a doctor's instructions concerning the student's functioning as a team member are carried out. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition. This provision is subject to any applicable rights under Section 4409 of the Education Law. **Concussion protocol must be followed exactly as it is written.**

Students cannot participate in physical education or sports without clearance from the Health office.

When to stay home with illness:

- Fever greater than 100. Your child should remain home until they have been fever free without fever medications (Tylenol, Ibuprofen) for 24 hours.
- Vomiting and/or Diarrhea
- Significant cough
- Sore throat that is accompanied by a fever or feeling ill that persists longer than 48 hours.
- Honey-crusted sores around the mouth or nose or a rash that is accompanied by other symptoms of illness.
- Red, runny eyes (not due to seasonal allergies)
- Severe pain in ear, severe headache, or any other condition that may distract from learning or you think may be contagious.

Early Dismissal:

Upon arrival to school, the student brings a note from home which states specifically the date of the early dismissal, the exact time the student is to be dismissed, and the specific reason for dismissal. Reasons for early dismissal are the same as those for excused absences. The note must be signed by the parent/guardian and parents may be called to confirm validity and details. Students must sign out in the Secondary School Office prior to leaving the building. Students needing to go home sick **MUST** be seen by the school nurse, who will contact a parent, if necessary. Students are **NOT** to call parents for transportation home due to illness before being seen by the nurse. Students who fail to follow this procedure will be considered truant from school.

Make Up Work & Tutoring

Make Up Work: Students have the opportunity to make up the work missed as determined by the classroom teachers.

If **tutoring** is requested by the student's physician due to a medical condition, the following criteria must be met:

1. A written request for tutoring from the physician on letterhead or prescription form must be provided to the school. The request **MUST** include the start date and end date for the tutoring and the medical diagnosis requiring tutoring.
2. Tutoring is only provided if the medical condition will require the student to miss school for an extended period of time (5 or more consecutive days of absence) or when the length of illness will put a student in jeopardy of not meeting class attendance requirements.
3. The student will provide the school with a signed reciprocal release of information form identifying all parties involved in the treatment plan. This release will allow the school to obtain and release information pertinent to the student's diagnosis.
4. The physician requesting tutoring for a student will provide the school written treatment plan. The treatment plan will include the names of any referrals made, document any prescription or over-the-counter medication recommended, and will define the follow-up treatment required upon return to school. Any medical notes received may be subject to review by the school medical director.

Tutoring due to an Out of School Suspension (OSS) or other disciplinary action by the school district is only required to be provided for students under the compulsory age for school attendance.

Attendance

Chautauqua Lake Secondary School will actively intervene in all cases where student absences have a negative effect on academic performance with or without the potential of credit loss due to the attendance policy. Students shall be identified to the Secondary School Student Support team by classroom teachers and regular review of attendance and academic data.

In such cases, parent/guardian contact will occur by the Secondary School Office where notice is given that further absence may result in the student being placed on attendance probation. The school may impose loss of all extracurricular privileges and/or require additional after-school study time.

Truancy - Students of any age who are registered in school are truant if they are absent without their parents'/guardians' knowledge or consent. Students may be considered truant if they miss a portion of a class, an entire class, a portion of a day, or an entire day.

1. Cutting but not leaving the building -

- First Offense: Parents will be notified and up to two detentions will be given to the student.
- Second Offense: Student will serve one day of Extended Detention and a parent conference will be held.
- Third Offense: Student will be given one to three days of In-School Suspension with Detention and a parent conference will be held.

2. Cutting and leaving the building

- First Offense: Student may receive up to one day of Extended Detention for each block skipped and law enforcement and a parent will be notified.
- Second Offense: Student will receive one to three days of ISD for each block skipped. A parent conference will be held and a warning that the next infraction will result in OSS and a possible superintendent's conference.

Skip Day - Occasionally, students will inform parents that their class is having a "Skip Day", and that none of the members of the class plan to attend school on that date. The school district does not recognize or authorize any illegal absences from school. Students without valid parent excuses, who participate in any activity that relates to a "Skip Day" will be considered to be unlawfully absent and insubordinate and will face the consequences of that infraction.

In the case where the student is of compulsory age, a letter will be sent to the parent when the student misses 10 consecutive days of school. This letter will ask for a parent conference. If the parent does not set up a conference, the letter will further inform the parent and student the district representatives are Mandated Reporters for the Child Abuse and Prevention Services. As such, District representatives are required to report situations of educational neglect. The principal may also file a PINS Petition with the Chautauqua County Probation Department or contact Child Protective Services if he/she deems it necessary after the conference, or if the absences continue.

Attendance Interventions

Intervention Levels	All year every other day 80 minute classes)	Semester every other day & 10 week courses (including Phys Ed)	All year every day 40 minute classes	Possible interventions	Communication
Level 1	5 Absences	3 Absences	10 Absences	After school study session	PowerSchool Notification
Level 2	10 Absences	5 Absences	15 Absences	Above plus additional detention, meeting with counselor	Counselor or School Social Work will connect with parent/guardian
Level 3	14 Absences	7 Absences	20 Absences	Above + placed on ineligibility list, must complete participation cards in order to have privileges	Parent Meeting with Student Support Services team
Level 4	Over 14 Absences	Over 7 Absences	Over 27 Absences	Above + In School Suspension during non-core classes for academic recovery.	Parent meeting and coordination with county services and supports

Tardy to School:

- Attendance is taken in first period at 7:57a.m.
- Any student arriving to school after 7:57 a.m. must report to the Secondary Office to sign in and receive a pass to class.
- A written excuse is due in the office no later than the second day following the tardiness.
- Students that are illegally tardy to school will be assigned detention by the Dean of Students.
- Students who are repeatedly tardy may have other privileges revoked such as driving, FLEX, and athletic/co-curricular eligibility.

Tardy to Class:

- Three late arrivals without a valid pass to individual classes equals one detention assigned by teacher.
- Continued late arrivals will result in consequences as described in the code of conduct.
- Athletic participation may also be limited for students who show a pattern of late arrival to class. See the athletic handbook for details.

Getting Help: After School

After School Help Lab 3:00-4:00 PM

The Board of Education will provide a bus to transport students that stay after school for additional help. Students are encouraged to request their teacher's meet with them if there is a need for extra instruction. **Students requesting the late bus must complete the google form by 1:00 on the day that they want to stay after.** A mandatory help session may be required for those students who are experiencing academic difficulties.

The 9-12th Grade Help Lab is in room 231 and is available for general academic support on Tuesdays, Wednesdays, and Thursdays. Subject-specific support, including Regents review sessions with individual teachers, may be made available with advance notice and approval from the teacher.

The 7th & 8th grade help lab is in room C134 for general academic support on Tuesday and Thursday.

Library

Students are welcome to use the library from 3:00-4:00 Tuesday-Thursday. Students who are in co-curricular or athletics may be able to stay on Mondays if supervision is available and students have their own transportation home. There is no late bus on Monday.

Getting Help: during school

The purpose of Directed Learning Lab and Studyhall (DLL) is to provide students with instructional support and access to resources they need to accomplish assignments. We keep these classrooms quiet and focused so that everyone can work with focus. Teachers can provide passes to students to work with them during these periods.

7th & 8th Grade Course Failures & Retentions

There are four (4) core classes in grades 7/8: English, History, Math, and Science. Students who fail two (2) or more core classes will be retained. An IST Meeting will be held for each retained student to determine a Remediation & Recovery Plan.

Single class retention is NOT an option. Students who fail only one core class will be promoted. If students fail the same course (and/or a state exam) in consecutive years, an IST meeting will be held to determine appropriate course of action/support.

The meeting could take place:

- Entering grade 7
- After grade 7/entering grade 8
- After grade 8/entering grade 9

Credit Recovery

Credit can be recovered from core classes if two (2) provisions are met:
Final average between 55.0%-64.9% AND Successful Completion of Summer School (NOTE: This could change the 'number of core classes failed.')

Mandated AIS

AIS will be mandated for ALL core areas where the students' final average from the previous year was below 65.0%. (NOTE: Credit recovery could change this over the summer.) As with any AIS, students may test-out of AIS after 5-weeks at the discretion of the teacher/guidance dept.)

Summer School

Failing a Required Course

Students who fail a course needed for graduation are encouraged to retake the course in summer school. Students who wish to enroll in summer school must register with their Guidance Counselor. Since registration for summer school often takes place before final report cards are received, any student who suspects that he/she may fail a required course should check with a counselor before leaving school in June.

In order to ensure that students who go to summer school have the information and skills needed to continue their education, the high school has put in place minimum requirements when recommending a student to summer school.

Students may be recommended for the summer school option to make up failed courses if they have:

- **Completed the course**
- **Have a final average of 55% or more or teacher recommendation.**

Course grades lower than 55% are not eligible for credit recovery in summer school.

Students who do not attend summer school to make up a failed course risk their chances to graduate in the normal four-year time span.

Summer School is currently offered through Edgenuity recovery during July. Edgenuity is an online learning module program that tailors the curriculum to the gaps that students have. Daily in-person attendance, as well as independent homework, are a requirement of this program. Transportation is not provided. However, satellite programs may be set up in locations such as Ripley if the need and availability are in place.

In order to determine the final average for the made-up course, grades from both summer school and the regular year will be factored together. The final average for the course will be 80% of the summer school grade, and 20% of the school year grade.

Required Notices

In addition to the annual school calendar and newsletters sent to all district residents, notes and flyers regarding school activities are often sent home with students. Parents and community members wishing to obtain further information about the school district should inquire first through the appropriate administrator, or contact the Community Relations Office. This is to advise you of your rights with respect to school records pursuant to the federal "Family Educational Rights and Privacy Act of 1974." It is the District's responsibility to notify you of these rights on an annual basis.

Any students eighteen (18) years or older and the parents of any student under eighteen (18) years of age have a right to inspect and review any and all official records, files, and data directly related to pupils, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Such parents and students are also entitled to an opportunity for a hearing to challenge the contents of such records, to insure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the principal of the school that the pupil is attending or to the superintendent.

Under the law, there are restrictions that prohibit the release or use of student records or any material contained therein to persons other than parents or students or persons employed by the school district without the written consent of the parents or students. There are a number of exceptions to this rule, such as school district employees and officials and certain state and federal officials who have legitimate educational needs for access to the records. No personally identifiable information contained in the personal school records shall be furnished in any form to any persons other than those mentioned above unless:

- a. The following directory information may be released without written consent provided that the student or parent does not inform the district of their objection to release within 30 days the mailing of this notice: student name, address, and phone listing; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; diplomas and awards received.
- b. There is a written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student, if desired by the parent, or
- c. Such information is furnished in compliance with judicial order or pursuant to any lawfully issued subpoena, in which event the parents and the student shall be notified of any such order to subpoena in advance of the compliance therewith by the district.

Required Notices

PESTICIDE NOTIFICATION

Chautauqua Lake Central School District regularly uses an Integrated Pest Management (IPM) program as an effective and environmentally sensitive approach to pest management. IPM uses common sense practices to control pests by taking advantage of various pest management options including the judicious use of pesticides.

As part of its IPM program, the district may periodically use pesticide products requiring notification under State Education Law Section 409-h. This law requires the district to maintain a list of staff and persons in parental relations who wish to receive written notification 48 hours prior to pesticide application in CLCS buildings and on CLCS district grounds where they regularly work or have children regularly attending classes.

If you wish to receive such notices for the current school year, please request an enrollment form from the District Office, fill it out, and return to the District Office. Even if you do not request 48-hour advance notice, we will notify you at regular intervals of pesticides used. For more information about the district's IPM program, please contact John McKane, Director of Facilities at 753-5825.

INDOOR AIR QUALITY (IAQ)

The Indoor Air Quality Committee has compiled a handbook, available for reference in the District Office, which explains the many factors, which affect Indoor Air Quality. Parents, community residents, students, faculty and staff may consult the handbook for information to help them better understand IAQ.

IAQ Concern Report Forms are available in the District Office. The forms may be used by staff, parents, or other individuals who have concerns about indoor air quality they would like to call to the attention of the IAQ Committee. A completed Concern Report Form should be returned to the District Office for referral to the committee. It will be acknowledged within five working days of receipt, with a follow-up report after the committee has investigated the concern. Faculty and staff receive training, which includes an overview of indoor air quality and the ways in which they can monitor and be alert to conditions in their classrooms, offices and other workspaces. Questions about the IAQ Handbook or Concern Report Forms can be directed to the District Office.

TRANSFERRING TO A NEW SCHOOL

A student planning to leave Chautauqua Lake School (moving from district, quitting school, etc.) shall proceed as follows:

1. Let Guidance know before leaving.
2. Register at new school.
3. A student will not be checked out or marked as "left" until a request for records has been received from your new school.

Required Notices

RELEASE OF STUDENT DIRECTORY INFORMATION AND PHOTOS

Students, faculty and staff are often photographed or videotaped in the course of the school day and when engaged in extracurricular activities. These images may be used in the CLCS newsletter, the Navigator; in the CLCS yearbook, Legend, or in the CLCS elementary memory book; in area newspapers; on television; on the website or social media of CLCS, Chautauqua Institution, or other educational partners; by CLCS teachers, students, student teachers or other college students for their portfolios and/or in their classes and/or for broadcast within the school; and in other community relations and educational efforts.

In accordance with district Policy #7242, the following student directory information, as defined by the Family Education Rights and Privacy Act (FERPA) may be released by the district: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if members of athletic teams), degrees and awards received, and the name of the educational agency or institution previously attended by the student. If you prefer that such directory information not be released, or images of your child not be used in these ways, please address your request to the Chautauqua Lake Central School Community Relations Office, 100 N. Erie Street, Mayville, NY 14757. Please be sure to specify your child's full name, grade and teacher, and include your name, mailing address, and telephone number.

SCHOOL CLOSING

When adverse weather conditions result in the closing of schools, the following radio and TV stations will carry the announcements. Please use local media first to obtain emergency closing information. Additional information may be shared through school messenger and social media.

WGRZ – TV 2

WIVB – TV 4

WKBW – TV 7

Spectrum Cable News

WICU 12 - TV

WJET 24 – TV

WBEN – 930 AM

WJTN – 1240 AM

WKSX 1340 - AM

WDOE 1410 – AM

WWSE 93.3 - FM

WXKC 99.9

(Classy 100)

WRKT 100.9- FM(Rocket 101)

WKZA KISS 106.9 - FM

Chautauqua Lake Secondary School Athletic & Extra-Curricular Eligibility

Weekly Updates



Coaches, advisors, parents and teachers have the expectation of **students passing every subject.**



Students in grades 7-12 who are failing **two or more subjects are ineligible** to participate in team or club activities.



Seniors who are failing one or more subjects required for graduation are ineligible.



Students will be notified of their weekly academic eligibility status on Friday afternoons.

Student meetings



Students failing two or more courses meet with the Dean of Students to receive a **participation card** to earn back their eligibility through study sessions.



Students then initiate a conversation with the teachers who courses they are failing to understand what needs improvement and to schedule required study sessions.

Study Sessions



Students need one study session (30 minutes) per week for each class failure in order to earn back eligibility.

Study sessions with the teacher can be scheduled during DLL, after school, or another mutually agreed upon time frame during the school day.



If the teacher cannot schedule a time, the student then uses information from the teacher on how to improve their grade and completes the study session on Tuesday, Wednesday, or Thursday in After School Help Lab.

Teachers who are unable to meet directly with an ineligible student will initial the card giving permission for the student to attend after-school help lab in the library.



In addition, the student must obtain the signature of the teacher or designated help lab supervisor.

Students must participate and demonstrate appropriate behavior during each study session.



During each study session, students should complete assignments and/or study course material.

The principal or her designee will review and monitor student growth towards a passing grade. If appropriate progress is not made, the eligibility status of the student will go under review for additional academic intervention.

Eligible for Participation



Students are responsible for turning in their Participation Card containing the appropriate teacher signatures and/or initials to the athletics office by **Friday at 12:00** each week.



A completed card earns back eligibility for the following Monday through Sunday, including vacation time when appropriate.

Ineligible for Participation



Students who are negligent in completing the study sessions will remain ineligible until the **prior and current** sessions are complete.

Ineligible students may attend, but cannot participate in the activity.



Coaches and advisors will be notified each Friday if a student is ineligible due to negligence in fulfilling the study sessions.

Parental guardians will be notified if their student is not permitted to participate.

Chautauqua Lake Secondary School Athletic & Extra-Curricular Honors

WEEKLY UPDATES



Coaches and advisors, parents and teachers have the expectation of **students passing every subject**. We have a goal of **increasing our Scholar Athletic Honors in every sport**.



Coaches will receive a weekly update of grades so that athletes can be encouraged to continue to work hard in the classroom and on the team.

All students are expected to contribute to the team goal of scholar athlete recognition by doing their best in the classroom.

WHAT ARE SCHOLAR ATHLETE HONORS?

At the end of each sports season, the New York State Public High School Athletic Association, our District, and the Thunderbird Athletic Club honor those Varsity teams and individuals that excel in the classroom.

Those student-athletes, teams, and schools work very hard throughout the year and deserve to be recognized for their academic success.

SCHOLAR ATHLETE TEAM AWARDS



To receive Scholar-Athlete team recognition with a certificate, the team's average GPA for 75% of the roster must be greater than or equal to 90.00.

This means you take 75% of your roster and then average their GPAs.

All GPAs can be included, but if the GPA of the individual athlete is below a 90, they will not receive an individual award pin, but will still be part of the team recognition.

2023-2024 SCHOLAR ATHLETE TEAM AWARDS:



SCHOLAR ATHLETE INDIVIDUAL AWARDS

If a team does not meet the Scholar-Athlete Team Criteria, the individuals on that team with a 90.00 or above GPA are still eligible to receive a pin and recognition and will be considered an Individual Scholar-Athlete.



INDIVIDUAL AWARDS

2023-2024 Number of Individual Scholar -Athlete Awards

Boys Soccer - 9
Girls Soccer - 10
Girls Volleyball - 7
Girls Tennis - 8
Girls Swimming/Diving - 7
Football - 9
Boys Basketball - 4
Girls Basketball - 6
Girls Bowling - 2
Boys Bowling - 3
Boys Wrestling - 11
Girls Wrestling - 5
Baseball - 6
Softball - 9
Golf - 5
Boys Outdoor Track/Field - 13
Girls Outdoor Track/Field - 24



Chautauqua Lake Secondary School Handbook Reminders 2024-2025

Respectful

1

Our school mission is to provide a safe and orderly school environment where students receive a high quality education without disruption or interference.

In environments such as this, students feel safe, respected, valued, and heard. We all play a role in making this happen. What is your role?

- Treat yourself and others with respect.
- Be tolerant of other people's beliefs and ways of life.
- Conduct yourself with integrity, both socially and academically.
- Follow district & classroom rules and expectations
- Use appropriate language when communicating.

Responsible

2

The behavior of the student is the responsibility of the student, parent, faculty and staff.

If a student violates safety measures, building staff and administration will respond immediately and with a consequence that students will take responsibility for.

Progression of consequences will connect directly to the behavior and will include but is not limited to the following:

- Warning and additional direct instruction in safety expectations,
- Removal from the class, cafeteria, or bus
- Detention, suspension, and assignment to remote learning.

Safe

3

If you are not feeling well you need to notify a teacher and visit the health office. The health office will contact your guardian in the event you need to go home.

All medications, including over-the-counter medications must be administered in the health office.

Say Something Anonymous Reporting System

A caring closet is available for any personal hygiene or clothing needs. No questions asked!

Be sure to fuel up for a great day by grabbing a free breakfast in the morning, and a free lunch. After-School snacks are also available.

Hydrate throughout the day with your reusable water bottle.

Attendance: Must be Present to Win

High absenteeism rates have negatively impacted the academic achievement of students across the country. In order to address this alarming trend all students in NYS are again required to meet the threshold of 95% for school attendance. More importantly, we know that attendance matters. To succeed in school and beyond, students must be present to win. The school district is mandated to report excessive absences to Child Protective Services for family support. Excused absences are still absences that count against students. Missing 14 classes or more will result in course credit adjustments or failure. Long-term absences may qualify for tutoring or on-line course recovery. Please contact your child's guidance counselor as soon as possible if you anticipate that your child will be absent for an extended medical reason. Family vacations are not excused absences and do not qualify for tutoring or online credit recovery.

Creating incentives for students is a highly effective strategy for promoting and rewarding high attendance rates. With this in mind, our district has created PBIS incentives for students that include both academic and delicious rewards for being present, and on time.

These incentives include:

- Homework Passes for 95% attendance rate (Every 5 weeks).
- Delicious treats delivered to you in school! (100% attendance rate)



Lockers & Transportation

How are lockers organized?

This year locker assignments will be based on grade level. Lockers can be found in the following locations:

- Seventh & Eighth Grade: Grade level pod
- Freshmen: English pod
- Sophomore: Social Studies pod
- Junior: Math hallway
- Senior: Science hallway

Where can I find my combination?

Locker numbers and combinations are printed on schedules and can be accessed through PowerSchool.

Who can drive to school?

Any student with a valid drivers license may drive to school. Student drivers must park in the student parking section. All vehicles must be registered. See Mrs. Latimer in the Secondary office for parking permit.

Per Mr. Mihalko, principal for BOCES CTE at Hewes, students are NOT permitted to drive to the Hewes campus. Permission will be granted on a case by case basis for auto repair and internships.

Late Bus

On Tuesdays, Wednesdays, and Thursdays a 4:00PM late bus will be provided. In order to ride the late bus students MUST do the following:

- Sign up using the Google form by 1:00PM.
- Have a signed bus pass from a teacher.
- Ripley athletes may ride the 5:00PM sports bus to the Ross Street parking lot after practice.

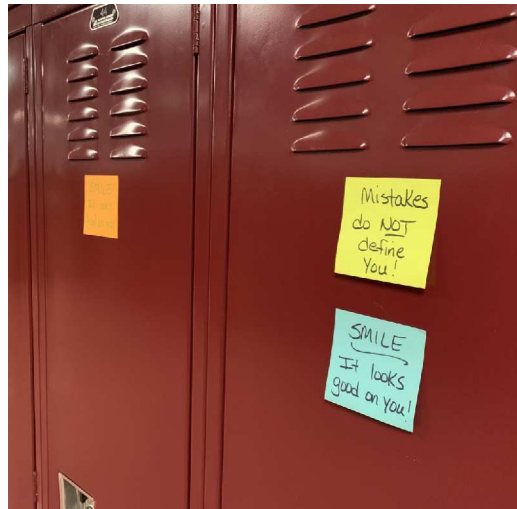


Cell Phones and Hall Passes

Our goal is to create a focused learning environment that promotes academic success and integrity. Cell Phones, while convenient for communication, pose a major obstacle to achieving this goal.

To foster a focused and safe school environment students must leave their phones in their lockers. They may not have them on their person. Phones are NOT allowed in classrooms, bathrooms, locker rooms, cafeteria, or the library media center. Phones may be checked when students are at their lockers.

Per NYS Regents exam rules, students are required to leave their devices in a set location away from their person for all exams.



To keep personal belongings safe and secure lockers MUST be locked at all times.

Personal belongings such as backpacks, lunch boxes, and bags must be kept in lockers. These items are NOT allowed in hallways or classrooms.

Each student will use a hall pass which will be filled out to go to places such as other classrooms, lockers, and the lavatory.

The card will serve as a means to account for students and their time away from instruction.



Chautauqua Lake Central School District

Code of Conduct

Revised 8/1/24

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Revised 8/1/24

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Code of Conduct

I. Introduction

The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Definitions

For purposes of this code, the following definitions apply.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means parent, guardian or person in parental relation to a student.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School function” means any school-sponsored extra-curricular event or activity.

“Violent student” means a student under the age of 21 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 at 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 damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school District property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife with a blade of less than 2 1/2 inches in length, gravity knife, brass

knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“Employee” means any person receiving compensation from a school District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title IX B of Article V of the Social Services Law, and consistent with the provisions of such Title for the provision of services to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Sections 11[4] and 1125[3]).

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

“Gender” means actual or perceived sex and includes a person’s gender identity or expression (Education Law Section 11[6]).

“Harassment including bullying and cyber bullying” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or (b) abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]). All of the above includes harassment via use of technology such as “cyber bullying” where the harassment or bullying occurs through any form of electronic communications.

III. Student Rights and Responsibilities

A. Student Rights

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all District students have the right to:

1. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

B. Student Responsibilities

All District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the District when participating in or attending school-sponsored extra-curricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.
13. Conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination.
14. Report, and encourage others to report, any incidents of intimidation, harassment or discrimination.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

13. Teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers

All District teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extra-curricular programs.
6. Coordinate Intervention Support Services, as needed, with student, parent, building principal and teachers.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Student Support Service Personnel

1. Support educational and academic goals.
2. Know school rules, abide by them and enforce them in a fair and consistent manner.

3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Other School Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

F. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extra-curricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

G. Superintendent

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

H. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

V. Student Dress Code

Personal taste in dress and attire is one of the distinguishing characteristics of a democratic state. The primary consideration in choosing school clothes should be neatness and decency. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that brief garments and excessively tight fitting clothing are not appropriate. (Please see further definition in individual handbooks.)
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
8. Not interfere with the educational process. This includes t-shirts with inappropriate content/language or double meanings.
9. Be clean and in a state of good repair.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

At the Secondary level, a significant goal of our learning environment is to prepare students to become functioning members of the workforce and society. The dress code guides students and parents as to appropriate attire for school, as well as, help students learn a skill required for success in obtaining and maintaining employment. In addition, New York State Law mandates that schools monitor clothing to be certain that it does not threaten health or safety, is not lewd, offensive nor disruptive to the educational process.

- Hats or any other form of head covering, including bandanas, should be removed upon entering the building and placed into the student's lockers.
- Bare feet are not permitted. Shoes shall be worn by all students. If any particular footwear is deemed unsafe, the student will be asked to change footwear. (slippers, flip flops, high heels, etc.)
- All styles of shirts must cover the chest, cleavage, back, midriff, navel or waistline. Tube tops and muscle style shirts are not permitted.
- All styles of shorts, skirts, and pants must cover the hips, midriff, backside, and the lower back. This includes ripped skirts, shorts, and pants.
- Chains are not permitted to be worn by students. This includes chains hanging from the neck or waistband.
- Backpacks are not permitted in the classroom. All backpacks should remain in the student's locker during the school day.
- Any clothing that is considered sleepwear or pajamas should not be worn to school.

We strive to make this a positive learning experience for everyone involved. Students who are in violation of any of the guidelines listed above will be subject to the following disciplinary actions as shown in student dress code section.

VI. Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students at Chautauqua Lake CSD are expected to demonstrate respectful, responsible, and safe behavior. Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.

4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District's acceptable use policy.
8. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
9. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

D. Engage in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
4. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon.
7. Using weapon(s).
8. Intentionally damaging or destroying the District property, the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
9. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phone, Internet, YouTube, etc.)

4. Discrimination, based on a person's actual or perceived race; age; sexual orientation; use of a recognized guide dog, hearing dog or service dog; color; creed; national origin; ethnic group; religion; religious practice; sex; sexual orientation; gender or gender identity; marital or veteran status; or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits; or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status; use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe, e-cigarette, or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or being under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamine, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling and gaming.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
16. The commission of a rape, act of sodomy, sexual abuse, or other inappropriate contact of a sexual nature.
17. "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school or infringes upon the general health, safety and welfare of students or employees.
18. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
19. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.

F. Engage in misconduct while on a school bus. The school bus is provided for those students who, because of the distance between their homes and school, must be transported to and from school.

The bus is constructed to provide maximum safety and reasonable comfort to the passengers. A system of maintenance and repair keeps buses in the best possible condition. Much can be done by those who ride the bus to keep it in good condition. The same sense of pride should prevail on the part of every student toward his school bus, as he would demonstrate toward the family car.

1. Students have the same responsibility to the bus drivers as they do to their teachers. Drivers are in complete charge of the bus while on the road and pupils will obey whatever directions it may be necessary for the driver to give.
2. Know the bus schedule and cooperate by being at the bus stop on time.
3. Students must have a note filed in the school office for any departure from the normal bus schedule.
4. Occupy the seat that is assigned by the driver.
5. Help bus driver be a safe driver by cooperating with his/her requests.
6. Use caution when crossing the highway after leaving the bus.
7. Always cross in front of the bus where the driver can see you.
8. Keep head and arms inside the bus at all times.
9. No eating allowed on the bus.
10. No throwing of objects at any time.
11. Avoid shouting, whistling, or excess noise.
12. No glass objects allowed on bus.
13. No excessive noise, pushing, shoving, fighting, harassment, and discrimination.

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism
2. Cheating
3. Copying
4. Altering records
5. Assisting another student in any of the above actions

H. CLCS is committed to providing a safe learning environment for all students. Bullying of a student by others is strictly prohibited in school, on school buses, at all school sports and events both on and off school. Bullying may take the following forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, hazing)
2. Verbal (including, but not limited to, taunting, teasing, name calling, making threats)
3. Psychological (including, but not limited to spreading rumors, social exclusion, extortion, intimidation)
4. Cyber bullying (including, but not limited to, taunting, spreading rumors, posting inappropriate pictures, and/or intimidation using any cyber form, such as texting, social networking, etc.)

For any incident of reported bullying, a formal written statement is taken and an investigation by school administration will be initiated. If it is determined that bullying has occurred per the Board of Education policy, parents will be notified and disciplinary action, which may include notification to law enforcement officials, will ensue.

The principal and/or superintendent will have the following options as to what penalty to impose, depending upon the nature and severity of the infraction:

Extended detention

ISS with extended detention

OSS with extended detention

Superintendent's hearing

Police will be called and specific charges made under the proper penal code.

Enforcement and penalties

Any violation of the above shall be reported immediately to the building principal. He/she will investigate the case thoroughly. The principal and/or the superintendent will have the following options as to what penalty to impose:

Option 1 – Violators will be reprimanded.

Option 2 – Violators will be required to leave school property.

Option 3 – Police will be called and specific charge made under the proper penal code.

Option 4 – Any penalty authorized by Section 3214 of the Education Law or Board policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Please Note: In instances where options 2-4 are used, the Superintendent will be consulted and a written report will be prepared.

Other Penalties

These regulations and the penalties are not to be considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state or local ordinance and the imposition of a fine or penalty provided for therein. Board policy #7310 addresses school conduct and discipline.

VII. STUDENT ELIGIBILITY POLICY GRADES 7-12

The Chautauque Lake Board of Education affirms its belief that a student's academic progress is the primary reason for his/her attendance in school. Extra-curricular activities are considered an integral part of the secondary school experience. Teachers, coaches and advisors need to work together to encourage high student academic achievement as well as participation in school-sponsored activities. In the event that involvement in these activities is detrimental to academic progress, the student shall be considered ineligible to participate under the terms of the following procedure and/or process.

Procedure

1. Office personnel will compile a master list from Power School reports, which will be distributed to teachers on a weekly basis.
2. The Supervisor of Athletics or his/her designee will notify all coaches/advisors of the academic status of their members weekly. Students will be notified of their status weekly on Friday afternoon. Parental Guardians will be notified in writing when a student is placed on the Ineligibility List. The parental guardian letter will explain the process for completing required study sessions.
3. Coaches, extra-curricular advisors, and teachers are required to follow the eligibility policy as written. Eligibility paperwork will be reset on the Section VI start date for winter and spring sport seasons.

Process

1. At the beginning of each activity or sports season, the coach and/or extra-curricular advisor will formally counsel his/her students and their parental guardians regarding the expected academic progress required for participation in athletic and extra-curricular activities. Coaches and extra-curricular advisors are also required to notify students of eligibility status and should encourage students to schedule and complete study sessions.
2. Teachers will maintain up to date grade books within the Power School system to enable office personnel to compile accurate reports on a weekly basis.
3. Based on the compiled eligibility report, students in grades 7-12 who are failing two or more subjects will be placed on an Ineligibility List.
4. A student failing two or more subjects will be required to complete one study session per week for each class they are failing. This will permit students to continue participation in athletics or extra-curricular activities.
5. After the student is notified they are on the Ineligibility List, they will receive a Participation Card. Students must initiate a conversation with the teachers whose courses they are failing to schedule required study sessions. Each study session will consist of a 30 minute session during DLL, after school, or another mutually agreed upon time frame during the school day.

6. If a teacher is unable to meet directly with an ineligible student during DLL or after school, students in 7-12 are permitted to obtain information from the teacher on how to improve their grade and complete the study session on Tuesday, Wednesday, or Thursday in After School Help Lab. Teachers who are unable to meet directly with an ineligible student will initial the card giving permission for the student to attend After School Help Lab in the library. In addition, the student must obtain the signature of the teacher or designated Help Lab supervisor.
7. In order to continue to participate in athletics or extra-curricular activities, students are responsible for turning in their Participation Card containing the appropriate teacher signatures and/or initials each week. Students must participate and demonstrate appropriate behavior during each study session. During each study session, students should complete assignments and/or study course material. Completed Participation Cards must be turned in to the office by Friday at 12 p.m. A completed card makes the student eligible for the following Monday through Sunday, including vacation time when appropriate.
8. The Supervisor of Athletics or his/her designee will meet on Friday with any student who was negligent in completing the required study sessions or turning in their weekly Participation Card. Students will be informed at this meeting that they will not be permitted to participate (starting Monday) in their athletic or extra-curricular activities until the appropriate sessions are fulfilled and their completed card submitted.
9. Students who are negligent in fulfilling required study sessions remain ineligible until the prior and current sessions are complete. Students who are negligent in completing the required study sessions or turning in their weekly Participation Card may attend events, but may not actively participate.
10. Coaches and extra-curricular advisors will be notified each Friday if a student is negligent in fulfilling their study session requirements. Parental Guardians will be notified if their student is not permitted to participate in athletic or extra-curricular activities.

Legal Excuse Explanation

A student is considered tardy (i.e. late) when arriving to school between 7:55 a.m. and 8:19 a.m. The following consequences are enforced for tardiness: third tardy = detention, fourth tardy = detention and participate (game or practice) that day, fifth tardy = detention and may NOT participate (game or practice) that day. A student is considered absent from their first block class when arriving after 8:19 a.m. and may not participate (game or practice) that day. If a student arrives with a doctor's excuse verifying an appointment, they are not considered tardy. Coaches and/or extra-curricular advisors will be notified if a student is considered absent. A student who is absent from school without an authorized legal excuse will be ineligible for practices or games held on that day. Students who are absent with extenuating circumstances may be able to participate through principal discretion.

VIII. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations including harassment, bullying, or discrimination that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

With respect to harassment, bullying, and cyber bullying the following specific reporting procedures will be followed:

- Administrators are required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct.
- Each school has to provide written or electronic copies of the District's policies related to DASA to school employees, parents, and students, as well as publish the policies on the District's website.

IX. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. 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 circumstances 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. The building principal reserves the right to use his/her discretion in dealing with any of these violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

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.

1. Oral warning – any member of the District staff

2. Written warning – bus drivers (discipline report given to principal), lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
3. Written notification to parent – principal, superintendent
4. Detention – teachers, principal, superintendent
5. Suspension from transportation – director of transportation, principal, superintendent
6. Suspension from athletic participation – coaches, athletic director, principal, superintendent
7. Suspension from social or extra-curricular activities – principal, superintendent
8. In-school suspension – principal, superintendent
9. Removal from classroom by teacher – teachers, principal
10. Short-term (five days or less) suspension from school – principal, superintendent
11. Long-term (more than five days) suspension from school – superintendent
12. Permanent suspension from school – superintendent, Board of Education

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes

building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension.”

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “time out” in an elementary classroom or in an administrator’s office; (2) sending a student into the hallway briefly; (3) sending a student to the principal’s office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student’s behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must put in writing the reason for removal and give to the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal.

Within 24 hours after the student’s removal, the principal or another District administrator designated by the principal must notify the student’s parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal’s designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student’s removal at the

last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the District's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must document the removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student’s parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

Consequences for Violation of Specific Infractions of School Rules and Regulations.

1. Violation of Cafeteria Rules

First Offense

- ✓ Depending on the severity, one to three days of lunch suspension detention will be issued by the principal.

Second Offense

- ✓ Student will lose privilege of eating in the cafeteria for a minimum of five days, as determined by the building principal and will receive an extended detention.

Third Offense

- ✓ Parent conference and the student will lose the privilege of eating in the cafeteria until further notice by the building principal and will receive additional disciplinary action.

If at any time the student's behavior disrupts functioning of the cafeteria, the principal will determine appropriate consequences.

2. Dishonesty

- a. Cheating - Will be dealt with on an individual classroom teacher basis as much as possible and disciplinary action will be taken.
- b. Plagiarism - The act of stealing and passing off the ideas or words of someone else as your own is unacceptable and will be treated as cheating. No credit for assignment where cheating or plagiarism occurs.
- c. Lying - Chautauqua Lake is a school that functions on the basis of trust. Students acting contrary to this principle will be subject to disciplinary action. Lying, (e.g.: giving an incorrect name to substitute teachers, giving a false reply, falsely accusing a fellow student, etc.) is considered unacceptable behavior.

First Offense

- ✓ Warning Given.

Second Offense

- ✓ One to three detentions will be given depending on the severity, as determined by the teacher or the building principal.

Third Offense

- ✓ An In-school Suspension will be given by the building principal and a parent conference will be held.

Fourth Offense or More

- ✓ Same as third, except recommended long term student suspension or expulsion.

d. Forgery

Any altering or forging of excuses, passes or other forms used in the day to day operation of Chautauqua Lake Secondary School is an unacceptable practice and will result in disciplinary action.

First Offense

- ✓ One day of In-school Suspension will be given by the building principal and a parent conference will be held.

Second Offense

- ✓ Two days of In-school Suspension and a parent conference.

Third Offense

- ✓ Three to five days of In-school Suspension will be given, and a parent conference will be held.

Fourth Offense or More

- ✓ Same as third, except recommended long term student suspension or expulsion.

3. Disruptive Noise

A good learning environment is one free from excessive and disruptive noise. Students are not to make noise that might interfere with the learning of others.

Excessive and disruptive noise can interfere with the safety of students. All electronic devices included, but not limited to, tablets, iPods, cell phones, should be turned off and placed in the student's locker before the beginning of classes and not taken out until after school (2:57 pm). If cell phone is visible, it will be confiscated, even if not being used. If a teacher wishes to use one for instruction, it is the teacher's sole responsibility to provide the device and to supervise and regulate its use. If a student brings an electronic device to school and has it out during the school day:

First Offense

- ✓ The item will be confiscated and brought to the Principal's Office. The student may pick up the device at the end of the school day.

Second Offense

- ✓ The item will be confiscated and brought to the Principal's Office. A detention will be issued.

Third Offense

- ✓ The items will be confiscated and brought to the Principal's Office. The parent will be called. It will be explained that the item cannot be returned until parent picks it up and student will receive further disciplinary action.

***Note:** In addition to the above consequences, if the electronic devices images are inappropriate content, used for the purposes of cheating, or other reasons that create a significant disruption to the educational environment, additional disciplinary actions up to and including suspension may be initiated by the building principal.

4. Student Dress Code

Personal taste in dress and attire is one of the distinguishing characteristics of a democratic state. The primary consideration in choosing school clothes should be neatness and decency. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Please refer to Section V - Dress Code.

Please Note: Students are now permitted to wear shorts at Chautauqua Lake Central School using the following guidelines: The shorts should be neat, clean, conservative in taste. In grades PreK to 6, the shorts and skirts are not to be any shorter than mid-thigh. In grades 7-12, skirts must be not more than 3.5

inches from the top of the knee. No short shorts, which are higher than stated by the above proposal, will be permitted; no tight fitting shorts such as Spandex or bicycle shorts will be permitted.

The building principal reserves the right to use discretion on inappropriate dress. Anyone failing to honor this rule will be subject to the following disciplinary actions:

First Offense

- ✓ Verbal warning, student will be directed to change or asked to wear substitute garment. If student refuses to change, he/she will be placed in In-School Suspension and parents will be contacted.

Second Offense

- ✓ Student will be directed to change and will be assigned a detention and parent will be informed in writing and possible parent conference.

Third Offense

- ✓ One to three days of Extended Detention and parent conference.

5. Drugs and Alcohol

Chautauqua Lake Central School has established high expectations for all of our students. The succeeding policy details disciplinary action that is fair and consistent for any student failing to achieve those expectations. It is subject to periodic review by advisors, coaches, faculty, parents, and students.

Chautauqua Lake Central School District reserves the right to administer an alcohol screening device to every student, enrolled or visiting, who is in attendance at an extra-curricular school function including, but not limited to, dances and sporting events. The device will be a hand-held alcohol tester. It is a consistent and accurate method of determining a subject's blood alcohol level. The results of the screening will be specifically used to determine entrance into extra-curricular school functions. If a student tests positive upon administration of the screening device, steps will be immediately taken to notify the student's parent(s) and the student will be denied entrance to the event. In addition, law enforcement officers will be notified.

SECTION A: All Students who are found possessing and/or using alcohol, drug paraphernalia, tobacco products including e-cigarettes, or illegal drugs on school property, including students who arrive at a school function or at any time or place where the District has responsibility for their safety and well being (e.g. field trips), having consumed alcohol or having used any illegal drug, or who enable¹ other students to do so, are subject to the following disciplinary action:

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use, another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

First Offense

- ✓ Out of school suspension for up to FIVE days
- ✓ Loss of school privileges² for up to SIXTY calendar days.
- ✓ If the offender makes a commitment to complete the Student Awareness Program³ (to commence within thirty days), the out of school suspensions will be reduced to no more than THREE days and the loss of privileges reduced to no more than THIRTY calendar days⁴.
- ✓ A Superintendent hearing may be held (as determined by administration)

Second Offense

- ✓ Out of school suspension for FIVE days

¹ Enable: (a) to provide the means or opportunity (b) to make possible or easy

² School privileges: (a) extra-curricular activities, dances, fun nights, recreation program

³ Student Awareness Program: Up to five sessions conducted after the school day which will include, but are not limited to (a) IMPACT Team (b) Supervisor of Athletics/Coach (c) Administrator (d) Drug/Alcohol Counselor € Teacher/Guidance Counselor

⁴ Calendar Days: In instances where a student has not lost privileges for the required number of days due to a summer vacation, the remaining penalty will begin in the new school year.

- ✓ Loss of school privileges² for up to the REMAINDER OF THE SCHOOL YEAR
- ✓ Superintendent hearing may be held (as determined by administration)

SECTION B: Student-athletes who are at a non-school function, off school property, who are using, possessing, or are under the influence of alcohol, tobacco, e-cigarettes, or illegal drugs, or who enable others to do so, are subject to the following disciplinary action:

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use, another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

First Offense

- ✓ Extended day detention for THREE days.
- ✓ Loss of school privileges² for up to SIXTY calendar days⁴.
- ✓ If the offender makes a commitment to complete the Student Awareness Program³ (to commence within thirty days), the extended day detentions will be reduced to no more than TWO days and the loss of privileges reduced to no more than THIRTY calendar days.
- ✓ Must attend practice but may not play during loss of privileges period.
- ✓ Must sit out a minimum of 20% of the games/meets in a season. This carries over into their next sport/season during the current school year in the event where an insufficient number of games/meets remain in the current season.
- ✓ If the offense occurs between seasons, the athlete must attend practice but may not play in the first 20% of the games/meets in the next sports season.
- ✓ A Superintendent's hearing may be held.

Second Offense

- ✓ Extended day detention for FIVE days or more, depending on the outcome of a Superintendent's hearing, if any.
- ✓ Loss of the privilege of athletic participation for up to the REMAINDER OF THE SCHOOL YEAR, together with the other penalties applicable generally to students.

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

SECTION C: Students who are engaged in school activities/clubs and who are using, possessing, or are under the influence of alcohol, tobacco, e-cigarettes, or illegal drugs, or enabling others to do so, off school property are subject to the following disciplinary action/stipulation:

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use, another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

First Offense

- ✓ Extended day detention for up to THREE days.
- ✓ Loss of school privileges² for up to SIXTY calendar days.
- ✓ If the offender makes a commitment to complete the Student Awareness Program³ (to commence within thirty days), the extended day detentions will be reduced to no more than TWO days and the loss of privileges reduced to no more than THIRTY calendar days.
- ✓ A Superintendent hearing may be held.

Second Offense

- ✓ Extended detention for FIVE days or more, depending on the outcome of a Superintendent's hearing, if any.

- ✓ Loss of the privilege of participating in the activity/club for up to the REMAINDER OF THE SCHOOL YEAR, together with the penalties applicable generally to other students.

SECTION D: Students disciplined hereunder have the right to an appeal. The appeals committee with the responsibility to hear and decide all such appeals, except for those taken from a Superintendent's hearing, will be comprised of the Building Principal, Supervisor of Athletics, and the advisor, coach, or teacher.

6. Fighting

It is the right of every person who comes to Chautauqua Lake Central to enjoy freedom from harassment. Any person who harasses and/or threatens a member of the Chautauqua Lake community will be subject to disciplinary action. Endangerment of others, verbal or physical abuse, pushing, shoving, threatening, horseplay, throwing objects, running in the hall, blocking halls or stairs and all other similar activities are prohibited and will be subject to disciplinary action depending on the severity of the problem, it must be understood that major fights (those that endanger the health, safety, and/or welfare, of anyone in the building) must be considered as serious. Therefore, the consequences for such offenses will depend upon the severity of the situation. They may include anywhere from one to five days Extended Detention or Out of School Suspension, or other penalties such as: parent conference, in-school suspension, or a referral to the Superintendent.

Please Note: In the event that it is found that one or more of the participants tried to avoid fighting both verbally and physically, but acted to protect him/herself, that person or persons may not be subject to the discipline procedures.

7. Insubordination

Each student will respect the authority of all school personnel. All students are expected to respond immediately to any reasonable request of anyone on the school staff. Back talk, impertinence or threats will not be tolerated. Other examples of insubordination are:

- a. deliberate disobedience
- b. flagrant acts of rudeness
- c. disrespectful language
- d. failing to report to the office when directed to do so

First Offense

- ✓ A referral will be made to the building principal and the student will receive up to three days of detention periods.

Second Offense

- ✓ The student will receive In-school Suspension for one day and the parent will be informed. A conference will be held.

For flagrant acts of insubordination, or third offense of minor insubordination, the student will receive In-school Suspension for one to three days and the parents will be informed. If there is a second offense, the student will receive two to five days of Out of School Suspension and the possibility of an informal Superintendent's Hearing.

8. Obscene Language

Another goal of Chautauqua Lake Central School is to teach students to communicate clearly within the limitations of appropriate and acceptable standards of the English language; standards which are to be exemplified by all members of the Chautauqua Lake staff and student body. No suggestive, foul or abusive language or gestures will be permitted in school, at school-sponsored events or on school property. This includes any disrespectful language or gestures directed to any parent, student, or guest at the school.

First Offense

- ✓ Referral to the building principal, detention of one to three days or one day of In-school Suspension, depending on the severity, and parent conference.

Second Offense

- ✓ Referral to the building principal, In-school Suspension for one to three days or Out of School Suspension for one to two days (depending on severity), parent conference, and possibility of informal Superintendent's Hearing.

Third Offense or More

- ✓ Out of School Suspension for two to five days, parent conference, and possibility of Informal Superintendent's Hearing.

**Foul language directed toward any staff member will automatically result in two days of Out of School Suspension.

9. Theft

One of the goals of Chautauqua Lake Central School is to instill a feeling of respect for the rights and property of the entire District. Therefore, it is expected that all students will be honest and respect the property of others. Since stealing is against the law, any individual who violates this law will be subject to school and/or criminal punishment. When it has been determined that an individual has been involved in a theft, the stolen property must be returned and/or restitution must be made. In addition, the individual will be subject to penalties assigned by school administration.

First Offense

- ✓ If minor, referral to the building principal, one day of In-school Suspension, parent conference, and student restitution.

First Offense

- ✓ If major, referral to the building principal, In-school Suspension for one to three days, mandatory parent conference, and student restitution.

10. Vandalism

According to New York State Law, a student's parent or guardian is liable for the first \$1,000 of vandalism for which their child is responsible.

Vandalism is the willful destruction or damaging of public or private property. Examples of vandalism include, but are not limited to, defacing of walls, lockers, furniture, books or other school equipment and materials; damage to floors, walls, ceilings, doors, windows and bulletin boards or mistreatment of any equipment or furnishings such as visual aids or books.

When it has been determined that a student is responsible for vandalism, the parent or guardian will be called, and the student is responsible for restoring the item to its original condition. Vandalism of major value will be reported to the state or local authorities for their investigation and resolution.

Penalty is the same as was outlined under Section 9. Theft.

11. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.

f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

12. Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

13. Students who are repeatedly substantially disruptive of the educational process or who repeatedly substantially interfere with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

It should be understood that the consequences for violations of the disciplinary code will be followed as closely as possible. There may exist times, however, that the severity of the situation does not lend itself to the specific consequences outlined and that further and more immediate action must be taken. This decision will be made at the appropriate time by the building principal.

14. Cell Phones (Electronic Devices)/Disruptive Noise

A good learning environment is one free from excessive and disruptive noise. Students are not to make noise that might interfere with the learning of others. Such use will result in the following consequences:

First Offense

✓The cell phone will be confiscated and brought to the Principal's Office. The student may pick up the device at the end of the school day and will be told to remove it from school property immediately.

Second Offense

✓The cell phone will be confiscated and brought to the Principal's Office. The parent will be called. It will be explained that the item cannot be returned until parent picks it up.

* **Please Note:** In addition to the above consequences, if the cell phone images are of inappropriate content, used for the purposes of cheating, or other reasons that create a significant disruption to the educational environment, additional disciplinary actions up to and including suspension may be initiated by the building principal.

15. Technology Use at CLCS

The Board of Education considers access to its computer systems, including the Internet, to be a powerful and valuable educational and research tool, and directs the use of computers and computer-related technology in District classrooms and buildings solely for the purpose of advancing and promoting learning and teaching.

The use of school computers, software, network resources and/or the Internet for non-educational purposes such as for profit activity, personal business or illegal activity is prohibited. The use of all District computer systems and the Internet is a privilege, not a right. The District's computer systems are District property which users are permitted to access. Students should have no expectation of internet, file, email or other technology based privacy on District owned computer systems.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices (Policy #8271)

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

The Board of Education, through the Superintendent of Schools, or his designee, shall establish regulations governing the use and security of the District's computer systems. All users of the District's computer systems shall comply with this policy and those regulations. Failure to comply may result in suspension of access to the District's computer systems and/or other appropriate penalties.

Use of Personal Technology Devices at CLCS

GAMING DEVICES, MUSIC / VIDEO PLAYERS, CELL PHONES and other Non-Internet Enabled Devices: May be used ONLY before and after the official school day (7:55 a.m. to 2:55 p.m.) unless they are being used as directed by a teacher.

LAPTOPS AND ALL OTHER INTERNET ENABLED HANDHELD DEVICES: Personal laptops, PDAs, iPods and ANY other networked handheld device at school are to be used responsibly and for academic purposes ONLY. Students are accountable for the content and usage of their technology device (including all documents, images, videos, emails, IM, websites accessed, etc) and insuring that content and usage complies with the technology AUP (Acceptable Use Policy). Students must ask prior permission of each teacher to use their technology device during class. ALL technology devices must be registered with the Technology Department prior to usage on campus.

FLASH DRIVES (Memory Sticks): Students should scan their flash drives to ensure they are not loaded with viruses or spyware before accessing files. Virus software has been installed on every computer in the District. The technology department can assist with scanning the device if needed.

ALL OTHER DEVICES that broadcast their own network signal are NEVER allowed without prior permission from the Director of Technology. These devices can interfere with existing wireless at the District and cause connection issues for other students and staff.

Checking Out Technology Devices at CLCS

Students will be allowed to check out technology devices (Laptops, iPod Touch) from the school provided the teacher has given them permission and a need to do so. The technology devices will be checked out and in by the Technology Department or the Library Media Center staff. In order for a student to qualify for checking out a laptop or other technology device, the following conditions must be met.

1. Students must have a CLCS Acceptable Use Policy (AUP) form signed and on file. Students must also sign the additional student technology device check-out form. A parent or guardian signature will be required for the initial check-out.
2. Students must be made aware that they are using school equipment. They will be subject to the District AUP which means the device is to be used to support/enhance curriculum in a specific class and is not to be used as a personal/recreational device. In some cases wireless may be turned off and locked down if the device is leaving the District.
3. Only students in grades 9-12 are eligible to check out technology devices at this time. Students will assume full responsibility for any harmful or illegal content found on the technology devices after or during their checkout period. Students/Parents must also take full responsibility for any damages that occur to the technology devices while the device is in their possession; the school does not have "extra" devices to hand out in the event one is dropped, lost or stolen. The Chautauqua Lake Central School District classroom teachers will be allowed to determine if the students are eligible and need to check out any technology devices. It is up to the classroom teacher's discretion to prohibit certain students from checking out technology devices.
4. Any Chautauqua Lake School District Administrator including the Director of Technology will be allowed to make the final determination if a student is eligible to check out a technology device.

Social Media General Guidelines

The Chautauqua Lake Central School (CLCS) District understands the importance of teachers, students and parents engaging, collaborating, learning, and sharing in digital environments. To this aim, CLCS has developed guidelines for student use of technologies (listed in Regulation #7315) to provide direction for instructional employees, students and the school district community when participating in online social media activities.

CLCS social media guidelines encourage students to participate in social computing and strive to create an atmosphere of trust and individual accountability, keeping in mind that information produced by CLCS students is a reflection on the entire District and is subject to the District's Computer/Internet Acceptable Use Policy. By accessing, creating or contributing to any blogs, wikis, podcasts or other social media for classroom or District use, you agree to abide by these guidelines. Please read them carefully before posting or commenting on any blog or creating any classroom blog, wiki and/or podcast in or outside of school.

D. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions
The District may file a PINS (person in need of supervision) petition 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 possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.
- 3. 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:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

X. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

Tutoring

If tutoring is requested by the student's physician due to a medical condition, the following criteria must be met:

- a. A written request for tutoring from the physician on letterhead or prescription form must be provided to the school. The request **MUST** include the start date and end date for the tutoring and the medical diagnosis requiring tutoring.
- b. Tutoring is only provided if the medical condition will require the student to miss school for an extended period of time (5 or more consecutive days of absence) or when the length of illness will put a student in jeopardy of not meeting class attendance requirements.
- c. The student will provide the school with a signed reciprocal release of information form identifying all parties involved in the treatment plan. This release will allow the school to obtain and release information pertinent to the student's diagnosis.
- d. The physician requesting tutoring for a student will provide the school nurse with a written treatment plan. The treatment plan will include the names of any referrals made, document any prescription or over-the-counter medication recommended, and will define the follow-up treatment required upon return to school.

Tutoring due to an Out of School Suspension (OSS) or other disciplinary action by the school District is only required to be provided for students under the compulsory age for school attendance.

XI. Discipline of Students with Disabilities

The Board 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. Board policy 7313 also covers discipline of students with disabilities.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.

A “suspension” means a suspension pursuant to Education Law § 3214.

A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an Impartial Hearing Officer because the student poses a risk of harm to himself or herself or others.

An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current Individualized Education program. (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The Board, the District (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

1) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length.”

2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3) “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45

days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The District's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If, subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than ten school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal or other school official imposing a suspension or removal

shall be responsible for determining whether the student is a student presumed to have a disability.

- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
 - 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
 2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.
- E. Referral to law enforcement and judicial authorities**
- In accordance with the provisions of IDEA and its implementing regulations:
1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
 2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to which a crime is reported.

XII. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, office, employee or agent of this school District.

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.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Chautauqua Lake Central School authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case. This is also covered under Board Policy 7350.

XIII. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly and have developed Board policy 7330. Also, to achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda”- type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, the school nurse and District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct. Factors to be considered in determining whether reasonable cause exists to search a student include:

- a) The age of the student;
- b) The student’s record and history;
- c) The predominance and seriousness of the problem in the school where the search is directed; and
- d) The urgency to conduct the search without delay.

If reasonable cause exists to believe that a student possesses a weapon, it is permissible for a school District employee to frisk that student.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, make an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of law or the District code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations of Students

It shall be the policy of the school District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises, or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The school District's

administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

Interrogations

It shall be the policy of this school District that police authorities must have a warrant to interrogate students in school buildings or on school grounds, except in cases involving suspected child abuse. If the police wish to speak to a student without a warrant, they should take the matter up directly with the student's parent/legal guardian.

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker

believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIV. Visitors to the Schools

Visitors to school are covered under Board policy 3210. In addition, the Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the central office upon arrival at the school. There they will be required to register with the receptionist and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the receptionist or principal's office before leaving the building.
3. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. When individual Board members visit the school, they must abide by the regulations and procedures developed by the administration regarding school visits.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XV. 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. Prohibited Conduct

The Board of Education prohibits the following conduct or acts on school property by students, teachers, staff members, licensees, or invitees:

1. The willful physical injury of any person or the threat to use force that would result in such injury.
2. The harassment or coercion of any person.
3. The willful damage to, or destruction of, property.
4. The willful disruption of the orderly conduct of classes or of any other school program or activity.

5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the District or to attend an activity or function authorized hereby.
6. The willful interference with the lawful and authorized activities of others.
7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs, or narcotics on school property.
8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun or any other object that reasonably can be considered a weapon or facsimile thereof, on property of the school District.
9. The violation of any federal or state statute, local ordinance, or Board policy.
10. The refusal or failure of any person to comply with a lawful order or direction of an official of the school District in the performance of his duties.
11. The distribution or posting of any written material, pamphlets or posters without prior written approval of the superintendent.
12. There will be NO SMOKING allowed on school grounds.
13. There will be NO WEAPONS allowed on school grounds.

B. Enforcement and penalties

Any violation of the above shall be reported immediately to the building principal. He or she will investigate the case thoroughly and make a written report to the superintendent.

The principal and/or the superintendent will have the following options as to what penalty to impose:

Option 1 - Violators will be reprimanded

Option 2 - Violators will be ordered to leave school property immediately.

Option 3 - Police will be called and specific charge made under the proper penal code.

Option 4 - Any penalty authorized by Section 3214 of the Education Law or Board policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Option 5 - Any penalty authorized under Section 3020-a of the Education Law, if the violator is tenured teacher, provided the provisions pertaining to charges, notices, hearings and findings have been complied with.

Option 6 - Any penalty authorized under Section 3031 of the Education Law, if the violator is a non-tenured teacher or Section 75 of the Civil Service Law, if the violator is a non-teaching employee of the District, providing the provisions pertaining to charges, notices, hearings and findings have been complied with.

Other penalties

These regulations and the penalties are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state or local ordinance and the imposition of a fine or penalty provided for therein.

XVI. Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Making copies of the code available to all parents at the beginning of the school year.
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.

5. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

XVII: DIGNITY ACT COORDINATORS

Chautauqua Lake Central School Dignity Act Coordinators are as follows:

Kara Smith
Elementary Dignity Act Coordinator
Phone number – 753-5846
In-house extension - 5846

Leah Stow
Secondary Dignity Act Coordinator
Phone number – 753-5847
In-house extension - 5847

2024-2025

Chautauqua Lake Secondary Bell Schedule



Our doors open at 7:50. 7:57 AM is the official late to school cut off time.

Bus drop-off is at the secondary office, walkers/drivers/drop-offs enter at the center entrance.

Students must drop off all bags, like backpacks, lunch bags, and tote bags in their lockers when they enter the building and close and lock their lockers.

Students can stay after school on Tuesdays, Wednesdays, and Thursdays and ride a 4:00 bus.

However, students have to sign up using our google form by 1:00 on that day to reserve a seat on the bus and have their bus pass signed by a teacher to enter the bus.

7:57-8:42

Period 1

Block I

8:45-9:24

Period 2

9:28-10:07

Period 3

Block II

10:11-10:51

Period 4

10:55-11:25
11:28-12:08

9th-12th
Lunch
Directed Learning Lab

Our schedule is an A day / B day rotation. The days stay locked into our calendar, regardless of cancellations. The days are posted on the school website, and also on our district calendar.

Announcements will begin at 7:57
in 1st Period classes.

Juniors leave for CTE at 8:05 (after attendance)
Seniors leave for CTE at 11:28

10:55-11:35
11:38-12:08

7th & 8th
Directed Learning Lab
Lunch

12:12-12:51

Period 7

Block III

12:55-1:35

Period 8

1:39-2:19

Period 9

Block IV

2:22-3:00

Period 10

Students will go to their lockers at 3:00 for dismissal.



Tues. Weds. and Thurs. only:
3:00-4:00
After-School Help Library
Weight room
Sign up for late bus by 1:00