

HOLLAND PATENT
HIGH SCHOOL



2019-2020

Student-Parent
Handbook

HOLLAND PATENT CENTRAL SCHOOL
HOLLAND PATENT, NEW YORK 13354

TITLE IX POLICY

LEGAL NOTICE

The Holland Patent Central School District, Holland Patent, New York, 13354, does not discriminate on the basis of sex in the educational programs or activities which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of nondiscrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings, and student activities.

The district official responsible for the coordination of activities relating to compliance is the Assistant Superintendent, who is the Title IX Compliance Officer, Holland Patent District Office, Holland Patent, New York, 13354. The telephone number is (315) 865-7200. This official provides information, including complaint procedures, to any student or employee who feels that her or his rights under Title IX may have been violated by the district or its officials.

Mission Statement

Holland Patent High School will be a positive, stimulating environment in which all may develop the academic and social skills for reaching their potential as productive, responsible citizens in our ever-changing world.

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SECTION I - INTRODUCTION

Welcome to the 2019-2020 school year.

On September 5, 2019, every student will enter school with a fresh start. The staff has been working hard this summer to make sure that all students can learn in a safe, healthy, and positive environment.

As the High School Principal, I will be working towards my goal which, is making sure that all students are **College and Career Ready** by the time they graduate from Holland Patent High School. We have a dedicated staff that will also be working towards achieving this goal.

The first step to excellence is to set goals and work hard to achieve them. Take pride in yourself, your school and your community. When you face challenges, seek help. Faculty and staff are willing to help you achieve your goals. Have a healthy school year and don't settle for anything less than greatness.

Sincerely,

Russell E. Stevener Jr.
High School Principal

Learning Standards

Students demonstrate the knowledge and skills necessary for

Maintaining Personal Health and Fitness
Maintaining a Safe and Healthy Environment
Managing Personal and Community Resources

Reading, Writing, Listening, and Speaking for Information and Understanding
Reading, Writing, Listening, and Speaking for Literary Response and Expression
Reading, Writing, Listening, and Speaking for Critical Analysis and Evaluation
Reading, Writing, Listening, and Speaking for Social Interaction

Communicating in a Language Other than English
Attaining Cross-Cultural Understanding

Engaging in Mathematical Analysis, Scientific Inquiry, and Technological Design
Managing Information Systems
Understanding Mathematical Concepts and Principles
Understanding Scientific Concepts and Principles
Understanding the Concepts and Principles of Technology
Understanding Common Themes Across M/S/T
Interdisciplinary Problem-Solving

Understanding the History of the United States and New York State
Understanding World History
Understanding the Geography of the World
Understanding Economic Systems
Understanding Governmental Systems and the United States Constitution
Understanding Civic Values and Responsibilities
Planning a Career
Applying Academic Learning in Real World Situations
Pursuing a Career Option

Creating, Performing, and Participating in the Arts
Knowing and Using Arts Materials and Resources
Responding to and Analyzing Works of Art
Understanding Cultural Dimensions and Contributions of the Arts

BOARD OF EDUCATION

Lydia Berez-Kelly
Michael Garrett
Noel Gaige
William Paolozzi
Kathy Smyth

ADMINISTRATION

Superintendent of Schools	Mr. Jason Evanselist
Assistant Superintendent for Business & Finance	Dr. Cheryl Venettozzi
Assistant Superintendent for Curriculum & Instruction	Mrs. Nancy Nowicki
High School Principal	Mr. Russell Stevener Jr.
High School Assistant Principal.....	Mr. Justin Barlow
Director of Athletics.....	Mr. Justin Barlow
High School Secretary	Ms. Joyce Jackson
Attendance	Mrs. Jodi Cardinal
Athletic Secretary.....	Mrs. Robin Vienneau

SCHOOL COUNSELING SERVICES

Counselor	Ms. Ricki Mulvihill
Counselor	Mr. Jason Scialdone
Social Worker.....	Ms. Stephanie Strzepek
School Psychologist.....	Mrs. Lynette Laming
Secretary	Mrs. Kathleen Green

CLASS ADVISORS

Senior	Ms. Kourtney Kupiec Ms. Lisa Szot
Junior.....	Mrs. Erin Murray Mr. Michael Ferris
Sophomore	Mrs. Kerry Sullivan
Freshman.....	Mrs. Jodi Cardinal

Holland Patent High School Faculty/Staff Directory

2019-2020

Science

Mr. Tom Dellaposta, Chair
Mr Eric Hansen
Mr. Phil Lucason
Mr. Michael Reilley
Mrs. Jennifer Reynolds
Mr. Kirk Smith

Math

Ms. Lisa Szot, Chair
Mr. Michael Ferris
Ms. Kourtney Kupiec
Mrs. Kristen Riemenschneider
Mr. Richard Zacek
Ms. Kimberly Warwick

Social Studies

Mrs. Kerry Sullivan, Chair
Mr. William Locke
Mr. Jacob Pohl
Mr. John Richard
Mr. Reynold Szarek

English

Mrs. Heather Roberts, Chair
Mrs. Angela Alcaraz
Mrs. Regina Bevivino
Mr. Michael Hartnett
Mrs. Kelly Healey
Mrs. Maureen Ruhm

Art

Mrs. Rachel Grower
Mrs. Karen Deuel-Spine

Music

Mr. Brian Picente
Mr. Russell Ritzel
TBD

Physical Education

Mrs. Lynda Bulson
Mr. Mark Celecki

Health/Physical Education

Mr. Michael Arcuri

Library - Media

Mrs. Debbie Hiffa
Mrs. Julie Horwat

Special Services

Mrs. Beth Denhoff
Mr. Anthony Donatelli
Mrs. Gaye West

Foreign Language

Mrs. Tiffany Morgan, Chair
Mrs. Lexi Hansen
Ms. Melanie Mancari
Mrs. Erin Murray
Mrs. Rebecca Guerrero

Occupational Education

Mr. Douglas Andrews

Support Staff

Mr. Dean Brown
Mrs. Julie Giardullo
Mrs. Sherry Kennerknecht
Mr. Cory Roberts
Mrs. Kathy Tierno

Cafeteria Staff

Mr. Cliff Casab, Manager
Ms. Sherry Baker
Ms. Victoria Bennison
Mrs. Anna Berez
Mrs. Elizabeth Dudrak
Mrs. Connie Langdon
Mrs. Judy Smith

Custodial Staff

Mr. John Brown
Mr. Rich Hurlbut
Mrs. Julie Rees
Ms. Jill Seelman
Mr. Michael Robinson

School Nurse

Mrs. Jessica Coleman

Attendance Officer

Mrs. Jodi Cardinal

School Patrol Officer

Officer John Fritgerald
Officer Jim Kloss

Safe School Specialist

Ms. Lia Savage

Probation

Ms. Rebecca Seifts

Substance Abuse Counselor

Ms. Alyssa Ferraro

STUDENT COUNCIL AND CLASS OFFICERS

Executive Council

President: Jared Harter
Vice Pres.: Justine Draper
Treasurer: Arianna Lange
Secretary: Samantha Buley

Class of 2020:

President: Maggie McGuire
Vice Pres.: David Wynne
Treasurer: Haedyn Roberts
Secretary: Jacqueline Mann
Student Reps: Jaden Merrill
Samantha Rachon
Sara Rachon

Class of 2021:

President: Grace Mahanna
Vice Pres.: Jonathan Schmitt
Treasurer: Isabella Boulerice
Secretary: Jenna Mazza
Student Reps: Thomas Breil
Anna Healey
Luke Kochan

Class of 2022:

President: Jordan Carhart
Vice Pres.: Madison Palmer
Treasurer: Filomena Allen
Secretary: Meaghen Baldwin
Student Reps: Kylie Vienneau
Lance Daley
Tyler Dibble

Class of 2023:

President: Molly Bathrick
Vice Pres.: Andrew Kanclerz
Treasurer: Izzy Stalker
Secretary: Wyatt Brennan
Student Reps: Sierra Laguna
Marissa Shuck
Angela Jones

DISTRICT TELEPHONE DIRECTORY

Holland Patent Elementary	Sarah Vergis, <i>Principal</i>	(315) 865-8151
	Nicole Rasmussen, <i>Social Worker</i>	(315) 865-7275
	Jennifer Schram, <i>Nurse</i>	(315) 865-7261
Gen. William Floyd Elementary	Kristin Casab, <i>Principal</i>	(315) 865-5721
	Nicole Rasmussen <i>Social Worker</i>	(315) 865-7277
	Richelle Murray, <i>Nurse</i>	(315) 865-7266
Holland Patent Middle School	Lisa Gentile, <i>Principal</i>	(315) 865-8152
	Michael Sinacore <i>Dean of Students</i>	(315) 865-7148
	Amy Clark, <i>Nurse</i>	(315) 865-7224
	Justin Scialdone, <i>Counsleor</i>	
Holland Patent Sr. High School	Russell Stevener Jr., <i>Principal</i>	(315) 865-8154
	Mr. Justin Barlow, <i>Assistant Principal</i>	(315) 865-8154
	Jason Scialdone, <i>Counselor</i>	(315) 865-4102
	Ricki Mulvihill, <i>Counselor</i>	
	Jessica Coleman, <i>Nurse</i>	(315) 865-7234
Superintendent of Schools	Jason Evangelist	(315) 865-7200
Assistant Superintendent for Business & Finance	Cheryl Venettozzi	(315) 865-7200
Assistant Superintendent for Curriculum & Instruction	Nancy Nowicki	(315) 865-7200
CSE Chairperson	Mary Beth Piejko, <i>Chair</i>	(315) 865-4148
	Wendy Lloyd, <i>Secretary</i>	
Athletic Department Pool	Mr. Justin Barlow	(315) 865-7283
		(315) 865-7255
Buildings & Grounds	Mr. Ken Smith	(315) 865-7213
School Food Service	Cliff Casab	(315) 865-7242
Teacher Center	Rebecca Pisani	(315) 865-7226
Transportation Department	Chris Roberts	(315) 865-4103 or (315) 865-8155

WHEN IN DOUBT CHECK IT OUT

If you have questions pertaining to the school district or about your child's work, please do not hesitate to call. We encourage any and all questions from parents and residents concerning the school program, transportation, budget, etc. In an attempt to respond to your questions and suggestions, it is important to contact the individual person who is responsible for the various areas of the school operation. He or she has the most detailed information about his or her area of responsibility.

Medical Concerns (K-12)... *STEP 1* - Building Nurse; *if not resolved, STEP 2* - Building Principal, *if not resolved, STEP 3* - Director of Curriculum & Special Services; *if not resolved, STEP 4* - School Superintendent.

School Difficulty (K-12), (grades, academic performance, classroom behavior, etc.)... *STEP 1* - Classroom teacher; *if not resolved, STEP 2* - Guidance counselor; *if not resolved, STEP 3* - Building Principal; *if not resolved, STEP 4* - Director of Curriculum & Special Services; *if not resolved, STEP 5* - Superintendent.

Transportation Routing Concern (pickup, route problems)... *STEP 1* - Supervisor of Transportation; *if not resolved, STEP 2* - School Business Official; *if not resolved, STEP 3* - Superintendent.

Transportation Behavior Concern (e.g. student persistently picking on another student)... *STEP 1* - Bus Driver, *if not resolved, STEP 2* - Supervisor of Transportation; *if not resolved, STEP 3* - Building Principal; *if not resolved, STEP 4* - School Business Official; *if not resolved, STEP 5* - Superintendent.

Special Education Concerns (K-12)... *STEP 1* - Special Education Teacher; *if not resolved, STEP 2* - Building Principal; *if not resolved, STEP 3* - Director of Curriculum & Special Services; *if not resolved, STEP 4* - Superintendent.

Gifted & Talented Program (K-12)... *STEP 1* - Bonnie Churcher; *if not resolved, STEP 2* - Building Principal *if not resolved, STEP 3* - Director of Curriculum & Special Services; *if not resolved, STEP 4* - Superintendent.

Curriculum (Course) Concerns... *STEP 1* - Teacher; *if not resolved, STEP 2* - Guidance Counselor; *if not resolved, STEP 3* - Building Principal; *if not resolved, STEP 4* - Director of Curriculum & Special Services, Nancy Nowicki.

Budget Concerns... *STEP 1* - School Business Official; *if not resolved, STEP 2* - Superintendent.

Athletic Concerns... *STEP 1* - Coach; *if not resolved, STEP 2* - Athletic Director; *if not resolved, STEP 3* - Building Principal; *if not resolved, STEP 4* - Superintendent.

Building Use Request... (scheduling events in school facilities) *STEP 1* - Central Office.

It is important to follow this step-by-step procedure in order to solve problems. An appeal to the Board of Education may be sought on any of the above issues after all the appropriate steps have been exhausted. It is the primary responsibility of the board to set a policy for the school district. The Superintendent and his administrative staff are legally empowered to administer the school district and put into operation the policies and decisions of the Board of Education.

If you are uncertain about where to address a question, please call our office and we will direct you to the correct person.

SECTION II - INTRODUCTION
Schedule of Important Dates - 2019-2020 School Year

September

- 5 First Day of Classes
- 12 HS Open House and Guidance Night

October

- 10 School Photo Day
- 16 PSAT Test
- 17 National Honor Society Induction, 7 p.m.
- 11-12 Gold & Purple Weekend
- 25 Superintendent's Conference Day

November

- 1 Winter Sports Begin
- 7 Veteran's Day Concert @ HS

December

- 17 Holiday Concert
- 23-3 Christmas Break

January

- 21-24 Regents Exams
- 24 End of 1st Semester

February

- 17-21 Midwinter Recess

March

- 16 Spring Sports Begin
- 27 Mr. Holland Patent

April

- 3-13 Spring Recess

May

- 2 Junior Prom
- 14 HS Spring Concert
- 19 Taste of the Arts
- 8, 9 Cabaret

June

- 2 Regents Exam US History
- 8 Athletic Awards Night
- 11 Senior Awards Night
- 12-13 Senior Trip
- 17-26 Regents Exams
- 18 Senior Ball/Graduation Rehearsal
- 20 HS Graduation Village Park, 10:00 a.m.

MARKING PERIODS

Mid-Point

5 Weeks. October 4
15 Weeks. December 13
25 Weeks. March 6
35 Weeks. May 22

Marking Period Ends

MP I – November 8
MP 2 – January 24
MP 3 – April 17
MP 4 – June 26

Daily Time Schedule

Warning Bell	7:34
Period 1	7:37-8:20
Period 2	8:23-9:04
Period 3	9:07-9:48
Period 4	9:51-10:32
Period 5	10:35-11:15
Period 6	11:18-11:58
Period 7	12:01-12:42
Period 8	12:45-1:26
Period 9	1:29-2:11

ACT and SAT Test Dates 2018-2019

<u>Test Date</u>	<u>Test Given</u>	<u>Registration Deadline</u>
10/5/19	SAT	9/5/19
11/2/19	SAT	10/2/19
12/7/19	SAT	11/7/19
3/14/20	SAT	2/13/20
5/2/20	SAT	4/2/20
6/6/20	SAT	5/6/20
10/26/19	ACT	9/27/19
12/14/19	ACT	11/8/19
2/8/20	ACT	1/10/20
4/4/20	ACT	2/29/20
6/13/20	ACT	5/8/20
7/18/20	ACT	6/19/20

SECTION III - PLAIN LANGUAGE SUMMARY - CODE OF CONDUCT

I. 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 a persons actual or perceived race, color, creed, religion, national origin, weight, ethnic group, gender, gender orientation, or physical or mental ability including conduct that reasonably causes or would reasonably be expected to cause emotional harm;
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. In order to provide and maintain a safe environment for learning, the district has established guidelines authorizing student search and seizure. Specific rules for such searches must be followed by district administration.
5. Students have no reasonable expectation of privacy rights in school lockers, desks or other school storage places.
6. Trained canines or related technologies may be utilized by the district when necessary to ensure a safe learning environment.
7. Police may only search a student or locker in the presence of an administrator and must have a valid warrant or have 'probable cause.'

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 extracurricular 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. Control their anger.
7. Ask questions when they do not understand.
8. Learn in an environment free of discrimination, bullying and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
9. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
10. Seek help in solving problems that might lead to discipline.
11. Dress appropriately for school and school functions.
12. Accept responsibility for their actions.

13. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
14. Access to educational and extracurricular activities on an equal basis, without regard to a person's actual or perceived race, color, creed, religion, national origin, weight, ethnic group, gender, gender orientation, or physical or mental ability including conduct that reasonably causes or would reasonably be expected to cause emotional harm.
15. Learn in an environment free of discrimination, harassment and bullying based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex or any other reasons or reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.
16. Have complaints about school-related incidents that occur on school property or at school function, as well as to acts occurring off school property when those create or would foreseeably create a risk of substantial disruption within the school environment, and it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property investigated and responded to.

II. STUDENT DRESS CODE

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.

The responsibility for student dress and general appearance shall rest with individual students and parents. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process. The Board also requires students to wear appropriate protective gear in certain classes (including, but not limited to: home & careers, technology, physical education, science). In addition, the Board prohibits attire bearing an expression or insignia that is obscene or libelous, or which advocates racial, religious, or gender prejudice. The Superintendent of Schools and other designated administrative personnel shall have the authority to require a student to change his/her attire should it, in their opinion, be deemed inappropriate according to the above guidelines. Administrators may discipline students if their dress or grooming endangers their own or others' physical health and safety, or if the dress or grooming is so distracting that it interferes with the learning process. Clothing that is or that bears messages that are lewd, vulgar, obscene, or sexually provocative, as well as clothing bearing messages advocating illegal activities, including drug or alcohol use, is likely to distract students from learning and is therefore forbidden.

Each Building Principal or his/ 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.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

III. 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 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 is profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act that 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 Web sites; or any other violation of the district's acceptable use policy.

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, failing to follow sign-in/sign-out procedures.
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, or 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, or scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. 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.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

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.
4. Discrimination, which includes the use of a person's actual or perceived race, color, creed, national origin, weight, ethnic group, religion, religious practice, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment and bullying which includes a sufficiently severe action or persistent pervasive pattern of actions or statements directed at an identifiable individual or group, which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
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. Using, possessing or distributing tobacco products including cigarettes, cigars, pipes or chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing of prescription and over-the-counter drugs.
13. Gambling.
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.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

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.

IV. 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 Principal, the Principal's designee or the Superintendent of Schools.

Reports can be submitted by the student meeting with the Dignity Act Coordinators and Principals, submitting a written complaint to them or an email. Reporting forms are available on the website under the "Help for Student" link.

Students, Parents and others shall report students who are having problems or appear to be having problems regarding matters covered in the Code of Conduct to the building administrator.

Teachers and Pupil Service Personnel shall report orally to their principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.

Principals shall report to the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later.

The **Superintendent** shall process in a timely manner all reports of harassment, bullying and/or discrimination, including insuring that an appropriate investigation is conducted and appropriate reports are made to law enforcement.

V. 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. 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.

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.

VI. HARASSMENT, BULLYING AND DISCRIMINATION IS PROHIBITED AT SCHOOL

You should never feel that it is not safe to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender or sex, or for any other reason.

A student may not act toward another student in a way that reasonably might make that other student feel threatened or unsafe, or that might reasonably make that other student unable to concentrate on their schoolwork because of the other student's race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex, or any other reason. It is against school rules for any student or school staff member to do this by physical actions or by verbal statements, including electronic messages. This kind of conduct is prohibited on school property, on school buses, and at all school-sponsored events.

VII. RESPONDING TO REPORTS OF POSSIBLE HARASSMENT BULLYING OR DISCRIMINATION

In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination, bullying or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the District's Equal Opportunity and Nondiscrimination Policy.

Responses to acts of harassment, bullying and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student whom it was directed.

The District has also designated a Dignity Act Coordinator for each school. Those coordinators are:

Russell Stevener, Principal, Holland Patent High School, (315) 865-8154

Michael Sinacore, Dean, Holland Patent Middle School, (315) 865-8152

Lisa Gentile, Principal, Holland Patent Middle School, (315) 865-8152

Kristin Casab, Principal, Gen. Wm. Floyd Elementary School, (315) 865-5721

Sarah Vergis, Principal, Holland Patent Elementary, (315) 865-8151

Marybeth Piejko, Pupil Personnel & CSE Chairperson, (315) 865-4148

Dr. Cheryl Venettozzi, Assistant Superintendent for Business & Finance, (315) 865-7200

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination, bullying or harassment.

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, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent - bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention - teachers, Principal, Superintendent
5. Restitution for property damage - Principal, Superintendent
6. Work detail - Principal, Superintendent
7. Suspension from transportation - Director of Transportation, Principal, Superintendent
8. Suspension from athletic participation - coaches , Athletic Director, Principal, Superintendent
9. Suspension from social or extracurricular activities - activity director, Principal, Superintendent
10. Suspension of other privileges - Principal, Superintendent
11. In-school suspension - Principal, Superintendent
12. Removal from classroom by teacher - teachers, Principal
13. Short-term (five days or less) suspension from school - Principal, Superintendent, Board
14. Long-term (more than five days) suspension from school - Principal, Superintendent, Board
15. Permanent suspension from school- Superintendent, Board.

VIII. VISITORS TO THE SCHOOLS

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 Principal or his or her designee is responsible for all persons in the building and on the grounds.

IX. 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

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, bully, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulation, or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Use tobacco products on school property or at a school function.
11. Possess or use weapons in, on school property, or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

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

1. **Visitors.** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. **Students.** They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

SECTION IV - GENERAL RULES AND PROCEDURES

ANNOUNCEMENTS

Students' posters and announcements must be approved by building administrators before they are hung up. Approved documents are initialed by an administrator and may then be placed on designated bulletin boards.

SUMMARY OF THE HOLLAND PATENT CENTRAL SCHOOL DISTRICT ATTENDANCE POLICY 6020

The purpose of the HPCS Attendance Policy is to:

1. Confirm that students are meeting compulsory attendance requirements.
2. Monitor the whereabouts of all students for safety and school management purposes.
3. Identify individual and group attendance patterns and initiate improvements efforts.
4. Provide data for use in developing interventions to help students struggling to meet safe standards.
5. Determine the district's average daily attendance for state aid purposes.

Students are expected to attend school on a regular and consistent basis. The insistence on good attendance serves as a clear and constant reminder of the strong correlation between attendance and student achievement. Under New York State Education Law Section 3205, parents are responsible for the regular attendance of their children for instruction. All absences from school must be noted as part of a student's record. Absences from school fall into two broad categories, excused and unexcused. Unexcused absences fall into two general categories, unlawful detention and truancy.

The following reasons for absences are legal excuses:

1. Illness.
2. Serious illness or death in the family.
3. Medical or dental appointments.
4. Religious observance.
5. Impassable roads.
6. Absence approved by an administrator.

The following are illegal (**inexcusable**) absences in accordance with State Law:

1. Vacation trips.
2. Shopping trips.
3. Baby-sitting.
4. Hunting, fishing.
5. Missed bus.
6. Working, job interview.
7. Oversleeping.

College visitations and other approved educational field trips will not be considered absences.

The Holland Patent Central School District monitors student attendance on a regular and consistent basis. Instances of extensive absence will initiate a review under the auspices of the building principal. This review triggers appropriate interventions such as parent contact, counseling of students, disciplinary action, or referral to community services. Students exhibiting exceptional attendance patterns will be recognized for their efforts. The overall goal of the attendance policy is to improve student attendance and, ultimately, improve student achievement on a district-wide basis.

Copies of the entire policy can be obtained upon request in the main office of each of the schools.

THERE IS A STRONG CORRELATION BETWEEN STUDENT ATTENDANCE AND STUDENT LEARNING. THE SCHOOL DISTRICT DOES NOT AUTHORIZE OR CONDONE THE PRACTICE OF ORGANIZED “SKIP DAYS!”

BOCES ATTENDANCE

Attendance and academic achievement at the Career and Technical Education Center (BOCES) are important parts of the training process. In support of this, a student who has been illegally absent or tardy on two occasions or who is failing the course may be placed on probationary status. At that time a conference is held with the parents or guardian. Such a conference includes the guidance counselor involved and the building administrator. Following this conference, the probationary status is continued until improvement is shown in the problem area. If attendance or academic achievement continues to be a problem, the student is terminated in the course and removed from the BOCES program. If the student voluntarily withdraws from vocational classes during the year or is terminated by school officials, he/she may not be considered for future placement in BOCES programs.

BOCES STUDENTS LATE TO HOME SCHOOL MISSING THE BUS

BOCES students signing into school late and/or missing the BOCES bus are referred to the Assistant Principal for study hall assignment (4 periods). Each subsequent incident results in assignment to in-school suspension.

Excuses

1. Students returning to school following an absence or tardiness are to provide a note to the attendance officer from their parent or guardian explaining the absence or tardiness.
2. Failure to produce an excuse will result in the absence being recorded as an illegal absence.
3. **No student may write his or her own excuse without prior authorization from an administrator.**
4. Any student asking to be excused early from school should present to the attendance officer prior to homeroom a written permission slip from their parent or guardian stating the reason for leaving and the time to be excused with a phone number.
5. Students without prior permission to leave must remain in school until the end of 9th period. Emergency situations must be approved by the nurse or administrator.
6. Emergency requests and questions pertaining to attendance or other health issues can be directed to the attendance officer over the telephone at (315) 865-7292 or the nurse at (315) 865-7234.
7. Students are not allowed to drive their vehicle to BOCES. Students who violate this rule may be subject to disciplinary consequences.

SIGN IN AND SIGN OUT

All students who arrive late to school and need to leave prior to dismissal time are required to sign in or out with the attendance officer in the log located outside the auditorium entrance. **A written excuse or telephone contact from the parent/guardian is required prior to departure. Students who leave without permission, signing out or without prior written or verbal permission from their parent or guardian are considered truant and will be issued ISS or other punishment deemed appropriate.** Students who arrive late to school and do not sign in properly are subject to disciplinary action.

TARDINESS

School tardiness is a home problem. Parents are responsible for seeing that their children are in school regularly and promptly each day. Exceptions to this rule are tardiness due to dental, medical and court appointments, college visitations, illness, death in the family, religious observances, impassable roads and music lessons. Other tardiness due to extenuating circumstances will be considered by the high school administration. **Tardy students must be**

in school no later than 10 a.m. or they will not be eligible for any extracurricular activities on that date. Students who are chronically late to school may be subject to disciplinary consequences. “Chronically Tardy” to school is defined as being late to school more than two days per month. Disciplinary consequences may include detention, ISS, or loss of driving privileges.

Students are strongly encouraged to bring in a note from a doctor after an appointment. If a student is late without a legal excuse more than three times, a detention will be issued for each tardy.

TO CLASS: Students who are not in their classrooms when the bell rings at the beginning of the period are tardy to class. A student who is late for class disturbs others by their entrance into the room, misses a certain amount of work, and forms the undesirable habit of being late. **Students late to class will be given an after school detention by that teacher for each time they are late.**

NOTE: If you will be late for class due to being detained by a teacher of the previous class, you must obtain a pass from that teacher.

TRUANCY

A truancy is an absence without the knowledge of student’s parents or school. Truancy from school is in violation of Section 3205 of New York State Education Law. **Students leaving school without prior parental consent are considered truant.**

Unlawful Detention

Unlawful detention is an illegal/unexcused absence with the knowledge of the students’ parent or school. In any case a letter is sent by an administrator to the parent or guardian stating the facts regarding the case.

Truancy to Class

1. A first offense by a high school student requires the student to serve two detentions for each missed class period with up to five detentions for a full day of truancy.
2. A second offense requires the student to serve one day of ISS.
3. A third offense requires the student to serve at least two days of ISS.

Truancy to School

1. A first offense by a high school student requires the student to serve two detentions for each missed class period with up to five detentions for a full day of truancy. **Leaving school grounds results in an automatic ISS for one day.**
2. Any pupil truant a second time is automatically suspended in school (ISS) for two days.
3. Any pupil truant a third time is automatically suspended in school (ISS) for a period not to exceed five days.

ASSEMBLIES

Assemblies are a regularly scheduled part of the curriculum, and as such, are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and polite. Please keep in mind that in live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience.

- No cell phones or electronic devices should be used during an assembly.
- Do not take books or coats to the assembly unless instructed otherwise.
- Proceed to the assembly area quietly and promptly. Find your seat quickly in the area assigned to your grade level.

- When the chairman of the assembly asks for your attention, give it to him/her immediately.
- Be considerate of the performers and other members of the audience.
- Applaud in keeping with the occasion.
- Do not leave the assembly until dismissed.

Students found to be in violation of the above rules may lose the privilege to attend future assembly programs.

Backpacks

Backpacks are not allowed in the classrooms. They must be kept in the students lockers during the school day. Backpacks may not be stored in the hallways or outside of classrooms. Students seen with a backpack without permission will be issued a detention.

Bodily Fluids

Serious health consequences can occur through exposure to bodily fluids (i.e.) blood, urine, etc. The consumption, acquisition, sharing, exchange, selling, use, or possession of bodily fluids is prohibited on school grounds, buses, and at school functions. Violations of this policy result in immediate suspension and require a parent conference for readmission. Pre-approved possession of body fluids in a container is authorized only for medical diagnosis or an assigned science experiment. Strict guidelines will be established for the transportation, storage and utilization of these fluids.

Bus Guidelines

Each student who is eligible for bus transportation is assigned to a bus by the transportation supervisor. Students are expected to ride their assigned bus both morning and afternoon. Students requesting permission to board or be dropped at other than their usual stops must bring a note signed by their parent or guardian to the attendance office before school. The note must be signed by the attendance office authorizing permission. Emergency requests phoned in by parents or guardians are to be cleared by an administrator.

High school students are not to get off the bus at the middle school either before or after school unless they have a note from a school administrator or are involved in an extracurricular or athletic event at the middle school. All high school students must board their bus for the afternoon trip at the high school except PM BOCES students who will board their bus at the middle school.

The same general rules of good conduct apply on the bus as in the school building. Observe the following rules:

1. Students shall not be received or discharged at any other point than their regular stopping place without special permission.
2. Students are to be on time at their stop. During inclement weather, driving conditions warrant extreme safety measures. Therefore, to maintain the time schedule, it is advisable to expect your bus to be early, especially if your stop is at the beginning of the trip.
3. Go immediately to a seat and remain there until the bus comes to a complete halt at your stop or school. Do not attempt to get on or off or move around on the bus while it is in motion.
4. Students living on the opposite side of the road from the bus stopping point are to cross in front of the bus only after looking both ways.
5. No animals or rodents are permitted on the bus.
6. There shall be no profanity, improper language, smoking, eating, or discourteous behavior on the bus.
7. No radios or tape recorders are permitted on the bus; however, Headphones are permitted.
8. Students are required to sit in assigned seats if directed to do so by the bus driver.

9. After getting off the bus, students must move 15 feet from the bus before the bus may be moved.
10. No objects are to be passed through open windows.

Drivers report individual discipline problems to an administrator and director of transportation by completing the District Bus Discipline Report. Generally, on the first offense, a letter of warning is sent to the parents from an administrator stating that subsequent referrals may result in a conference between the driver, student, parent, and an administrator. Persistent problems will result in the principal denying the student transportation privileges.

BOCES Bus Transportation

Attending BOCES is a privilege. Students exhibiting inappropriate behavior or behavior that endangers the welfare of others are subject to disciplinary action. Students exhibiting this behavior receive warnings, in-school, or out-of-school suspension. Parent conferences are also held. Repeat offenders may lose the privilege of attending BOCES.

Please be aware that Holland Patent buses are capable of having a camera in vehicles to monitor student behavior, reduce bus problems, and promote safety. As a result, from time to time, a camera may be in operation on the bus.

The driver's job is a difficult one and his first concern is the safe transportation of the students on his bus. This means that he needs to be alert to the ever-changing road conditions and other motorists at all times. Inappropriate behavior on the bus can distract the driver from his primary responsibility. Therefore, we ask for your cooperation in helping us monitor the situation on your student's bus.

Students are not allowed to drive to BOCES. Students who violate this rule may be subject to disciplinary consequences.

Cafeteria Management Automation System

NutriKids Point of Sale (POS) has been installed in the school lunch program. This is a computerized program designed to provide for a more efficient accounting procedure to track free, reduced, and paid meals.

This system works most efficiently when students prepay for their meals. Students have their own account with a personal PIN number. They select a meal or snack item, enter their PIN number on the PIN PAD, and the amount due appears on the monitor screen. This amount is then either paid or is subtracted from the account balance.

Use the same PIN as last year. All transfer students are assigned a PIN number when they enroll.

Students who qualified for reduced or free meals last year will continue to qualify through the first 30 operating days of the school year. A new application must be submitted and approved before October 20 to continue in the program after November 1. Reduced prices remain at 25 cents a meal. Address questions regarding this program to the school lunch office at (315) 865-7242.

Lunch Hour Procedures

The cafeteria supervisors expect cooperation with the following rules:

1. All students waiting to be served should stay in straight, orderly lines.
2. Unacceptable behavior is prohibited (e.g., food throwing or throwing of any object in the room, pushing, shoving, shouting, etc.)
3. Begging or harassing others for food money is prohibited.
4. Students are expected to return their own trays to the kitchen dishwasher room and deposit lunch litter in trash containers.

5. Students are to eat in the cafeteria – No students will be allowed in the halls except to go to the gym or the bathroom.
6. Students who are chronic violators of these rules will be:
 - a. Confined to the cafeteria - these students sit at designated tables and are not allowed out of the cafeteria for any reason. These students must seek and receive permission to get their lunch, snacks, or to get out of their seat for any reason.
 - b. Suspended from the cafeteria - these students are assigned to the lunch detention room or another appropriate area.

In most cases, the first offense results in removal from cafeteria for a duration of two weeks. The second is four weeks. Major disturbances result in extensive suspension from the cafeteria. In all cases, an administrator determines the length of time served.

CHEATING/PLAGIARISM

Cheating in any area - from copying another student's homework to copying another student's answers on an exam - is unacceptable student behavior. In the long run, the student who cheats does not derive the full benefit of the learning experience. In the short run, certain immediate consequences have been spelled out. The steps in the process, along with the consequences are as follows:

1. Teacher gathers all the pertinent information; i.e., quiz/test papers, crib sheets of those suspected, and quiz/test papers from those around the suspected student(s).
2. Teacher evaluates the data.
3. If the teacher's suspicions remain, the teacher meets with the student(s) to discuss the matter.
4. Teacher informs guidance counselors.
5. Teacher, with data in hand, meets with the guidance counselor and principal to discuss it.
6. Teacher, counselor, and an administrator meet with the student(s) to explain the consequences (a "0" may be given for the quiz/test on which the student(s) cheated).
7. Parents may be informed of the incident. A parent hearing may be held.
8. The incident becomes part of the student's disciplinary record if student(s) are found guilty.
In case of fraud on a New York State Regents Exam, students should be aware that these exams are governed by rules and regulations as outlined in a manual titled, "Regents Examinations and Competency Tests," 1986 Edition (p.12), published by the University of the New York, State Education Department.
9. Students receive a day of ISS for first offense and OSS for future offenses.

CLASSROOM

A classroom must have a positive learning atmosphere. When students misbehave, they disrupt this learning atmosphere, and this type of behavior cannot be permitted to continue. All students must adhere to the following rules:

1. Respect, courtesy, and cooperation shall take place at all times between the student and teacher and among students.
2. Student must comply with all general rules and any other specific rules an individual teacher may require.
3. Violations of any of the above result in the teacher scheduling a conference, contacting parents, assigning detention, or referring serious incidents to an administrator.

DANCES

Attending school functions such as dances are a privilege. Students that misbehave in school or at other school functions may not be allowed to attend dances at the discretion of the building administration. Furthermore, all school rules and policies are in effect at these functions. The Sherrif will be in attendance and may check for inappropriate behavior including using an Alcasensor test. Students must be in attendance at school on the day of the dance or the day preceding the dance (if it is on a Saturday) to be allowed into the dance, unless the building administration has granted such attendance due to extenuating circumstances.

Students who are in ISS or OSS may not attend any dances, athletic events or any school functions on that day. If you receive an ISS on a Friday, you are ineligible to attend any event until the following Monday.

Students are allowed to bring guests from other school districts if the necessary paperwork is completed and turned in on time and these students are approved by an HP administrator. Students may not bring a guest that is 21 years of age or older and not enrolled in high school. Students may only bring a guest for Junior Prom, Senior Ball, or Snow Ball.

Any student that is on the academic inelegibility/probation list will not be able to attend any dances or after school events without being signed off by all of their teachers prior to the event.

DISCIPLINE GUIDELINES- EFFECTIVE SEPTEMBER, 2010

The following guidelines have been established so that students will know what penalties will be assessed.

LEVELS OF MISCONDUCT	EXAMPLES	CONSEQUENCES/TIME
<p>Level I (No Detention) These misbehaviors constitute minor infractions of school rules that cause little harm and minimal disruption. They are best handled quickly and informally. If the behaviors continue, however, their very persistence may make them disruptive enough to cause them to be treated as more serious infractions with more stringent consequences.</p>	Book covers Minor classroom disturbances(i.e. talking, note passing) Neglect of safety rules Bullying/teasing others Cafeteria disturbance Violation of pass procedures Violation of library rules Minor verbal/physical altercations Unexcused tardies /late to class Unprepared for class Dress code violation	Verbal reprimand Loss of privileges Parent contact by teacher Parent, teacher, student conference Counseling
<p>Level II (Detentions) Misbehaviors included at this level are frequent and/or serious enough to disrupt the learning climate of the school and affect the student's own ability to learn. Some of these infractions may be the result of misbehaviors that continue even after disciplinary measures are taken under Level I.</p>	Continuation of unmodified Level I misbehaviors Reckless endangerment (causing an unsafe situation) Disrespect that interferes with instruction Possession of inappropriate objects/items Harassment verbal/physical Inappropriate language (not to staff) Cafeteria hallway misbehavior Failure to comply with staff directive Vandalism (minor) Unexcused tardies / late to class- (2-5)/semester Unprepared for class (2-5)/semester	Verbal reprimand Loss of privileges Confiscation Parental/ contact/ notification Parent/ student conference with administrator and teacher (s), counselor where appropriate Detention(s) Temporary removal from class Required to alter clothing and/or alter/ remove accessories Mediation
<p>Level III () ISS/OSS) Classified at this level are behaviors that may cause lasting harm to the misbehaving student or that threaten the health, safety, or emotional well being of others in the school. If the misbehaviors at this level violate criminal laws, administrators may, if considered appropriate, contact law enforcement officials. Because of the frequency and/or seriousness of these misbehaviors, the administration assumes the major responsibility for corrective action.</p>	Continuation of unmodified Level II misbehaviors Inappropriate language directed at staff Truancy from classes/school Theft Fighting Stealing Forgery/cheating Detention Cuts Violation of reduced scheduled guidelines Violation to honor pass guidelines	ISS (1-5 days) Restitution for stolen property Restitution for damaged property Required to alter clothing and/ or alter/ remove accessories Mediation Temporary removal from class Loss of privileges
<p>Level IV (ISS/OSS) Except for unmodified Level III misbehaviors, the acts listed here are clearly criminal. They represent a direct and immediate threat to the safety of the person or others, or property. In most cases, they require administrative action that removes the individual(s) from classes and/or school and calls for the intervention of appropriate authorities.</p>	Continuation of unmodified Level III misbehaviors Threats of violence (i.e. bomb, guns, other dangerous items) Possession/use of weapons Assault and battery Premeditated physical altercations Vandalism Possession/sale of stolen property Arson/false fire alarm Possession/use/distribution of illegal substances Possession/ use/distribution of alcohol Extortion	ISS (1-5 days) OSS (1-5 days) Conference w/student, parent and administration Full restitution of damages Notification of appropriate authorities Request for superintendent's hearing Involve outside agencies/police

Infractions not listed- to be resolved at the discretion of a staff member and/or a school administrator.

Specific Common Discipline Guidelines

Violation	Examples	Consequences
Improper Pass Procedure	<ul style="list-style-type: none"> - altering a pass - using a passbook belonging to someone else - taking excessive time - not reporting to the proper destination 	Offense #1 - one to three detentions depending on severity Offense #2 - two to five detentions depending on severity Offense #3 - one day of ISS Offense #4 and Subsequent Offenses - two to five days of ISS
Use of Cell Phone/MP3 Player	<ul style="list-style-type: none"> - texting, calling, checking messages - listening to or using an MP3 player 	Offense #1 - warning Offense #2 - one detention Offense #3 - two detentions and confiscation of phone until picked up by a parent/guardian Offense #4 - one day of ISS and confiscation of phone until picked up by a parent/guardian Offense #5 and Subsequent Offenses - at least two, but not exceeding five days of ISS and confiscation of phone until picked up by a parent/guardian
Truancy to Class	<ul style="list-style-type: none"> - not attending class and not having permission to do so - going to a different location instead of the correct class 	Offense #1 - two detentions per missed class Offense #2 - one day of ISS Offense #3 - two days of ISS Offense #4 - at least two but not exceeding five days of ISS
Truancy to School	<ul style="list-style-type: none"> - not attending a school and not having permission to do so - leaving school grounds 	Offense #1 - five detentions unless the student leaves school grounds, which would result in an automatic day of ISS Offense #2 - two days of ISS Offense #3 - at least two but not exceeding five days of ISS
Possession, Use or Distribution of Smoking or Chewing Tobacco, e-cigs	<ul style="list-style-type: none"> - processing, using, or distributing tobacco products 	Offense #1 - three days of ISS and the banned substance will be confiscated Offense #2 - three days of OSS, tobacco product will be confiscated, and automatic restricted pass for the remainder of the year All Future Offenses - OSS for 3-5 days (progressive)
Possession, Use or Distribution of Alcoholic Beverages	<ul style="list-style-type: none"> - processing, using, or distributing alcoholic beverages 	Offense #1 - five days of OSS and a superintendent's hearing

The building principal reserves the right to request a superintendent hearing at any time for any offense that threatens the safety of others.

DETENTION PROCEDURES

1. Students receiving detention notices from faculty, staff or administration will report to the detention room no later than 2:15 p.m. and will remain until 2:55 p.m.
2. It shall be the responsibility of each student to notify his/her parents or guardian of his/her assignment to detention study hall prior to the date to be served. The high school office telephone may be used for the parental notification; however, this business shall be completed by each student prior to 2:00 p.m.
3. Students late to detention will be given an additional detention assignment. All students are expected to enter the detention room with homework assignments and necessary books, paper, and writing utensils to complete them. Students are expected to be actively engaged the entire period in completing schoolwork and are to remain quiet.
4. No show for detention twice will result in ISS plus making up the assigned detention. Each new incident will result in progressive punishment up to 5 days ISS plus 5 detentions.
5. Failure of students to conduct themselves in a responsible manner throughout the detention period will necessitate additional detention periods or in-school suspension being assigned. Failure to bring school-related work will be considered a violation of both lunch and after-school detention.
6. Students are expected to serve a detention on the next school day after which it is issued. Students may serve on the same day at their request.
7. Postponement of a detention assignment must be approved by an administrator or detention supervisor. School sponsored competitions or performances (not practices), employment responsibilities, and documented medical or legal appointments, younger sibling supervision will be the only circumstances considered.
8. Lunch detentions may be requested in lieu of after-school detention for conflicts in work schedules, baby-sitting responsibilities, and other reasons pre-approved by the school administration or detention supervisor. All requests for lunch detention must receive pre-approval from the administration or detention supervisor. **All students approved for lunch detention must serve TWO days for each detention assigned.** When students arrive to lunch detention, they must come with work. They must return immediately to detention.
9. Transportation home is provided following detention. Detention notices will be sent home on a weekly basis.

In-School Suspension (ISS) & Out-of-School Suspension (OSS)

The assignment of up to five days of in-or-out of school suspension is at the discretion of an administrator. Suspension beyond five days is at the discretion of the superintendent of schools after a formal hearing conducted under New York State Education Law 3214 (3). All out-of-school suspensions require a parent conference prior to reentry.

Students suspended from school may make up work and will not be assigned zeros for classes missed as long as the work is made up. The high school guidance office obtains homework for students suspended; upon returning to school (first day) students present their classroom teacher with the work completed at home. If it is not completed or acceptable, the teacher will grade it accordingly.

In or out-of-school suspension is assigned for violations involving the following:

1. Alcohol
2. Drugs
3. Fighting
4. Insubordination
5. Possession of firearms, knives or other dangerous weapons
6. Other serious misconduct or violations noted in this handbook
7. Forgery

Students assigned to ISS or OSS are ineligible to participate in or attend extracurricular events on the days assigned to suspension. Students on OSS may not be on school grounds during the period of their suspension. Failure to comply with this requirement will result in a trespassing charge filed with a police agency.

In-school suspension (ISS) is an alternative disciplinary action used with students exhibiting inappropriate behavior in school. ISS allows a student to remain in school while serving a placement for major or repeated infractions of school rules. Students assigned are provided with and required to complete all school assignments. ISS is NOT a study hall or free time. Additional assignments can be made at the discretion of the ISS supervisor, administration, or guidance department in an effort to make ISS a rehabilitative disciplinary program.

ISS Guidelines

1. Students are to follow all instructions from the supervisor.
2. Students are to bring all books and work materials to ISS. Assignments will be requested from their teachers for that day/days. Students are responsible for their class work even while in ISS.
3. ISS is not a study hall or free time. Additional assignments can be made at the discretion of the supervisor, administration, or guidance department in an effort to make ISS a rehabilitative disciplinary program.
4. Students are to be quiet and remain in their seats unless given permission to do otherwise. At all times, students should have both feet on the floor, under the desk, while facing front, and sitting up.
5. There are no privileges for students assigned to this room.
6. Students eat lunch in the ISS room at 10:35. Students buying their lunch are to go directly to the cafeteria and must return immediately back to the ISS room.
7. Students who refuse to follow established guidelines and procedures while assigned to ISS will be subject to further disciplinary action (generally OSS).
8. Students assigned to ISS are ineligible to participate in or attend extracurricular events on the day/ days assigned to suspension.
9. Students having reduced schedule will be required to serve a full day(s) of ISS.

Students are to go directly home after school at 2:11, unless they are staying for help or are assigned to detention.

Guidelines for Chronic Offenders

1. Students removed from ISS for inappropriate behavior receive an automatic OSS of one to five days followed by a mandatory reentry conference. Following a second incident of removal from ISS, all future serious disciplinary incidents result in an automatic OSS starting with two days and progressing to five.
2. Study hall/class disruption (serious or repeat incident):
 - 1st - Removal from class or study hall for up to five days and assignment to ISS with requirement to complete work.
 - 2nd - Same as first offense, plus five detentions after school.
 - 3rd - Two full days of ISS followed by detention. All future incidents progressive to five including detention.

DRUG ABUSE

1. Any teacher observing student behavior symptomatic of drugs or narcotics abuse or otherwise unfit for instruction shall so advise the proper administrator or the nurse. If the nurse's examination substantiates the suspicion, the nurse shall immediately notify an administrator, or his/her designee. The school physician shall be called upon the recommendation of the school nurse.

2. On the advice of the school physician or school administrator, the parents shall be contacted (or any adult in **lieu of parent(s)**) and shall immediately be summoned to school. If it is impossible to communicate with the student's parents, the administration shall assume the responsibility of the parent.

POSSESSION, USE, SALE OF DRUGS

Use, possession, or sale of drugs not obtained by legal prescription, including synthetic marijuana or bath salts, on school premises or at school activities will NOT be tolerated. Students violating this provision will be suspended from school and will be referred to the superintendent.

After appropriate investigation by school officials, the Superintendent shall have the authority to refer cases of alleged possession or sale of dangerous drugs to law enforcement officials. Action of law enforcement officials shall supersede actions of school officials in cases of this nature.

ALL HOLLAND PATENT CENTRAL SCHOOL PROPERTY ARE IN A DRUG FREE ZONE. PENALTIES FOR USE, POSSESSION OR SALE OF DRUGS:

First Offense:

Five days out-of-school suspension, parent conference.
*Superintendent Hearing

Second Offense

Five days out-of-school suspension, superintendent's hearing.

ELECTRONIC DEVICES

Please refer to BOE Policy #5071 regarding acceptable use of mobile devices. Students in violation of this policy will be subject to the following penalties:

- Offense #1 - Loss of phone privilege and confiscation of phone until picked up by a parent.
- Offense #2 - Loss of phone privilege for remainder of the year and confiscation of phone until picked up by a parent.

FIELD TRIPS

It should be remembered that although an extension of the classroom, field trips are a privileged activity. Subsequently, attendance on any field trip may be contingent upon academic status, school attendance, and a student's discipline record. Any of these reasons may determine actual participation on any field trip.

FIGHTING

Students involved in fighting on school premises will be immediately suspended:

First Offense: Range: one to five days in or out of school suspension and parent conference prior to re-entry.

Second Offense: Range: one to five days in or out-of-school suspension and parent conference prior to re-entry.

Third Offense: Five days out-of-school suspension, parent conference, possible referral to Family court if under 17, and a superintendent's hearing.

POLICE NOTIFICATION GUIDELINES (Fights)

The Board of Education has approved the following as a guideline to seek law enforcement intervention following a physical confrontation on school grounds:

1. The combatants do not stop after intervention by a staff member.
2. The combatants have been counseled regarding fighting by a guidance counselor or administrator in an effort to prevent a fight and get into a fight anyway.
3. The fight is initiated by a non-HP student coming on campus before, during, or after the school day.
4. The confrontation is an unprovoked, violent attack on another student.

FALSE FIRE ALARM

Penal Law of New York State - Paragraph 1, section 240.50, second paragraph: Falsely reporting a fire alarm including the ringing of the public (school's) private fire alarm system when it is apparent that no fire exists. **PENALTY** - The act is considered a misdemeanor and is punishable by a prison term of up to one year if a student is apprehended in a false fire alarm drill:

- Violations result in an automatic five-day suspension and review for further disciplinary action.
- A report is made to the superintendent of schools.
- Police are notified, with legal proceedings initiated when warranted.

FIRE DRILLS/LOCK DOWN DRILLS

Fire drills are held throughout the school year to conform to safety regulations. A fire evacuation plan is posted in each room. Students are responsible for becoming familiar with plans in each of their classrooms. When the fire alarm sounds, students are to file out of the room and walk quickly and quietly to the designated exit. Running or talking is not permitted. The first students to reach the outside doors are to hold them until all have left the building. Students are to remain at least 50 feet away from the building, out of traffic lanes, and away from parked cars. An announcement will be made to re-enter the building.

During the course of the school year, we will perform many emergency drills. These drills will simulate various situations that may arise including:

- **Shelter-in-place drills**
- **Hold-in-place drills**
- **Evacuation drills**
- **Lockout drills**
- **Lockdown drills**

These drills will help us practice and be prepared for any unforeseen issues that may arise.

FIRE EXTINGUISHERS

The discharging of fire extinguishers is a misdemeanor under the Penal Law of New York State. Students who discharge a fire extinguisher are automatically suspended from school and referred to the superintendent. In addition, the police are notified.

FOOD AND DRINKS

Food and drinks, except water, will not be allowed in classrooms, the gymnasium, auditorium, or in study halls unless there is a medical diagnosis with clear documentation provided to the schools nurse's. In addition, we strongly discourage students bringing in any types of "energy drinks". Students that bring in or purchase drinks from the vending machines will have to leave them in their lockers during instructional time. Students will be allowed to drink during the following times:

- **Before School**
- **After School**
- **During change of classes**
- **During their lunch hour**

The high school has many water fountains located throughout the building that are available and accessible for student use. Thank you for your cooperation.

HARASSMENT

Verbal abuse, intimidation, and sexual harassment have no place in our school. Student to student harassment is unwanted and unwelcome behavior that interferes with a student's life. Incidents should be reported to school authorities. Disciplinary action is taken against offending students in accordance with school policy and the Dignity for All Students Act.

HAZING

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 is prohibited. Disciplinary action will be out of school suspension.

HOMEROOM

Homeroom is part of an extended period one. The only exceptions are members of the a.m. BOCES group, who have their own homeroom prior to boarding the bus to BOCES. Homeroom activities, including announcements and attendance, **are conducted during the last three minutes of period one.** The following rules apply:










1. Students stand for the Pledge to the Flag. Any student who refuses to participate in the pledge, for either religious or personal reasons, may choose to either stand quietly or leave the room during the pledge and return immediately after its completion.
2. Students are to be attentive during the announcements and remain in class until the end of the period. Those students called to the guidance or main offices may leave class only after all of the announcements are completed or with the permission of the teacher.
3. All notes from home explaining an absence or requesting early dismissal should be turned into the attendance officer prior to homeroom. Any student arriving to school after 7:35 is to report to the attendance officer, sign in, and present a note explaining their tardiness. Mrs. Cardinal will be assigning detentions for students that are late more than 3 times to school without presenting a note at that time.

INAPPROPRIATE LANGUAGE

Any use of inappropriate language or vulgar language including casual comments before and after class or in the halls results in disciplinary action. Vulgarity is defined as language that violates the norms of society. Inflammatory language directed towards staff or other students is not tolerated. Disciplinary action ranges from reprimand to suspension. INAPPROPRIATE LANGUAGE WILL NOT BE TOLERATED.

LIBRARY MEDIA CENTER

The school library media center (LMC) is open to all students and staff on a daily basis according to the school calendar. Students may utilize the LMC for curricular and independent research, leisure reading, and a quiet study and homework completion area. The library computer lab provides students with access to a quiet working area to conduct research and complete assignments. The following guidelines are in effect:

-  The atmosphere must be conducive to quiet study or collaborative work.
-  No food, gum, or drinks are allowed.
-  Students failing one or more subjects must present a pre-signed pass for research from an academic teacher they are assigned to.
-  Students may use the LMC before or after school and during lunch periods without restrictions unless they are specifically prohibited by disciplinary action.
-  Students are responsible for all borrowed material, including replacement costs of any item lost or damaged.
-  All LMC Internet users must respect all general and specific Internet use rules outlined on the computer splash screen.
-  Classroom teachers may give students a pre-signed pass to the library if the student has work to complete for that teacher.
-  Non-reference books circulate for two weeks and may be renewed if not reserved by another student. Periodicals circulate overnight and possibly for extended use with prior permission. The reference collection circulates overnight only at the discretion of LMC staff.
-  Students have access to the AV collection when it is not in use by the classroom teacher.

HALL LOCKERS/PHYSICAL EDUCATION LOCKERS

A locker is assigned to each student and may not be changed without permission from the office. Keep your locker locked at **all times**. **ONLY SCHOOL LOCKS ARE PERMITTED**. Keep your personal items and books in your locker. Don't share your locker or give your combination to another student. **The use of tape, glue, or other adhesive material on the inside or outside of the lockers is strictly prohibited. Also, writing on the inside or outside of the lockers is prohibited as well.**

Lockers are the property of the school and should the school authorities have a reasonable cause, a search of a locker may be conducted without permission or consent of the student. (Board of Education Policy #1010.) Students that deface their lockers will be subject to disciplinary action.

LOST AND FOUND

1. Personal items that are found are to be turned in at the main office.
2. Physical education items found are to be turned in directly to the physical education teachers.
3. Any lost article should be reported to the office and a lost item report placed on file.
4. The school is not responsible for lost or stolen items.

AGENDA PLANNER PASS POLICY

The agenda planner allows students movement in the building during school hours. Teachers should use discretion in issuing passes only to those students who make proper use of the privileges. Passes should be filled out completely in ink under the supervision of the issuing teacher with the date, time in/out, destination and teacher's signature in the hallway passport section of the Agenda Planner. Students leaving the classroom will also be required to sign out of the classroom sign out sheet.

Emergency passes will be issued at the discretion of the teachers. The standard pass form is the Agenda Planner. Students that violate pass procedures may be assigned to Restricted Pass Status. Students may be placed on restricted pass status as a form of disciplinary action following repeated improper pass violations and other serious disciplinary incidents as determined by the administration.

- ➔ Students failing two or more subjects will not be given passes to the library unless they have a pre-signed pass from a teacher for a specific academic purpose.
- ➔ Additional library sign outs are at the discretion of the study hall teacher and the ability of the library to accommodate requests. The library sign-in sheet indicates the number of requests that can be honored when it is returned to the study hall.
- ➔ Students arriving late to class are **NOT** to be sent to the office for a late pass. They should be admitted into class and assigned a detention per the teacher class policy.
- ➔ Students who violate pass procedures may be assigned to **RESTRICTED PASS STATUS**. These guidelines are as follows:

RESTRICTED PASS

Students are placed on restricted pass status as a disciplinary action following a second smoking violation, repeat improper pass violation, loitering and other serious disciplinary incidents as determined by an administrator.

Students assigned under a restricted pass are to be monitored and strictly accounted for when leaving and returning to classes. Failure to abide hall pass procedures will result in disciplinary action.

PERSONAL PROPERTY

Students should not bring personal property items to school. The school district is not responsible for lost, damaged or stolen personal property, even if it is locked in a locker.

PROBATION/INELIGIBILITY

Students who are ineligible are not permitted to attend extracurricular activities including, but not limited to sports contests, concerts, performances, dances, etc.

PROHIBITED ITEMS/BEHAVIORS

1. Students should not use or possess a laser pointer in the high school building.
2. Students should not use or possess a personal laptops in the high school.
3. Students should not use playing cards at any time during the school day.
4. Students should not be chewing on and spitting sunflower seeds in the high school building.

REDUCED SCHEDULE FOR SENIORS

The following guidelines are provided for seniors who desire to participate in and remain eligible for a reduced schedule. They may participate provided the following conditions are met:

1. The student is passing all courses.
2. The student has an acceptable citizenship record.
3. Parental or guardian permission to participate in reduced schedule is produced.
4. Request for information regarding this program should be obtained from the guidance office. The guidance office verifies that all requirements have been met.
5. Approval for the release program must be obtained from an administrator.
6. Daily sign in/out procedure must be followed at the attendance office.
7. If a student has reduced schedule, he/she must sign out immediately at the indicated time. If the student plans to see a teacher he/she must have a pre-signed pass. They must sign out, then sign back in.
8. If a student has reduced schedule and they are assigned a day(s) of ISS, they must serve the full day.
9. Proof of employment must be provided to administration prior to approval.

RESTRICTED STUDY HALL PROCEDURES

1. Restricted Study Hall is a teacher driven program to help students get caught up on missing work
2. Parents are notified via school messenger on the first night of the week if their child will be in RSH for the rest of the week.
3. Teachers can either keep students in RSH for the entire week or until the missing work is made up.
4. Students assigned to RSH should report there for all study halls. If a student doesn't have a study hall then they report during their lunch period
5. Any student on the inelligible/probation list is assigned to RSH for a 5 week period.
6. Students that do not show up or do not complete work during RSH are assigned to in school suspension.
7. Parents can request a student be placed in RSH until further notice by calling 315-865-8154

SMOKING AND THE USE OF TOBACCO

The Holland Patent Central School District Board of Education does not condone smoking and believes that the school and parents share a responsibility for the health and welfare of all students under their mutual jurisdiction.

The *use, possession* or *distribution* of tobacco products is prohibited in all district facilities and on district grounds. This includes any school-sponsored events. ***Smoking or chewing tobacco products in the possession of students will be confiscated. All students congregated in close proximity to tobacco products being used will be considered in violation. This includes electronic cigarettes and paraphernalia.***

POSSESSION, USE OR DISTRIBUTION OF SMOKING OR CHEWING TOBACCO:

First Offense:

Three days ISS.

Second Offense:

Three days/OSS.

Automatic restricted pass status the remainder of the school year.

Parent Conference

All Future Offenses:

Out-of-school suspension (5 days) progressive/superintendent hearing.

POSSESSION, USE OR DISTRIBUTION OF ALCOHOLIC BEVERAGES:

First Offense:

Five days out-of-school suspension, superintendent hearing.

STUDENT VEHICLES

Driving and parking on school property is a **privilege** that will be afforded to students who are in **good academic and behavioral standing**. Students that find themselves on the probation and/or ineligible lists will be restricted from parking on school property during the school day. Students who wish to park on the school property while on the probation and/or ineligible lists will have to circulate a petition every Friday and turn it in to the building administration for the following weeks approval. Failure to follow this direction will result in loss of privileges until the next Friday.

If parking is limited, seniors will be given preference and a lottery may be held.

- ⇒ At no time should students be driving in the back of the school.
- ⇒ Students are responsible for the safety of all pedestrians at all times.
- ⇒ The speed limit on school grounds is five miles per hour.
- ⇒ All vehicles must be registered with the main office and have a parking sticker displayed. Students are charged a \$5.00 fee when they register their vehicle.
- ⇒ All parking must be done in the parking area south of the gymnasium. Oversized vehicles such as trucks, vans, and SUV's are to park at the rear of the lot.
- ⇒ Students are forbidden to sit in their car at any time during the day or go into the parking lot without prior permission from the attendance officer.
- ⇒ Cars are not to leave the school campus until the close of school without permission from an administrator.
- ⇒ **All unlicensed vehicles, including snowmobiles, mini-bikes, dirt bikes, tractors, lawn mowers, and ATV's are prohibited on the school premises.**
- ⇒ During school hours, students are not to take their personal automobiles to either BOCES class or other school buildings within the district.

- ⇒ Students are not authorized to transport other students off school grounds during the school day without prior approval of the high school administration. This policy is in effect even if both students have permission to leave school early. Both the student driver and rider are subject to disciplinary action.
- ⇒ Students are prohibited from parking in any area that might impede the flow of traffic.
- ⇒ Drivers must enter and depart school grounds in a safe and orderly manner and follow the directions of the School Resource Office. The School Resource Office has authority to issue warning statements, which could lead to disciplinary action.

Students found in violation of any of the above stated rules are subject to the following penalties:

- 1st offense - loss of driving privileges for two weeks.
- 2nd offense - loss of driving privileges for four weeks.
- 3rd offense - loss of driving privileges for a year.

- Students violating the loss of driving will have their vehicles towed at their expense.
- The school is not responsible for vehicles parked in the high school parking lot.

STUDY HALL GUIDELINES

Students without an assigned class are assigned to study hall. All students should report directly to their assigned room.

Students reporting to study hall should follow the instructions of the teachers in charge. In general, study hall should be an area where students can work comfortably on schoolwork. Students should be assigned seats, and attendance is taken on a daily basis. Upon completion of the attendance procedures, passes from the general faculty are honored.

Arrangements for pre-signed passes from the general faculty should be done prior to reporting to study hall. Students making an arrangement with a teacher for a conference held during a study hall must obtain from the teacher a signed pass complete with the student's name and the time and date.

The atmosphere in the study hall should allow students to complete assigned schoolwork. Students are able to study together at the discretion of and with permission from the study hall proctor. Students should come to study hall with schoolwork, a book, or magazine. Talking is not acceptable in study hall. Students wishing to work on group assignments should seek teacher approval.

Students are not permitted to eat during study hall. Students exhibiting inappropriate behavior may be issued a detention. Continued disruption is referred to the main office by the study hall supervisor.

TEXTBOOKS

High School students are provided with textbooks on a loan basis by the school. Students sign a textbook card for a book received indicating acceptance of the responsibility for that particular book by number. Students are required to pay for lost, stolen, or damaged books and will not be issued new books. A student issued a second text prior to paying for a lost, stolen, or damaged book is financially responsible for both books.

The following charges are assessed in accordance with the age of the text:

- 1 year- 100%
- 2-3 years- 75%
- 4+ years- 50% (minimum \$5.00)

VANDALISM

A student damaging or defacing school property is held financially responsible for full repair of that damage. In addition, the student is subject to disciplinary action including suspension, in-school suspension, detention, or work detail and parental notification.

In serious cases of vandalism, students are subjected to prosecution under law, suspended out of school for five days, and required to appear before a superintendent's hearing under 3214 (3).

Students are reminded that according to state law, parents are responsible up to a \$1500 limit for damages caused by their children.

CODE 412 (B)

VIDEO CAMERAS

1. Surveillance video cameras have been installed on District property (including school buses and leased property, etc.).
2. Surveillance Video Cameras and The Family Educational Rights and Privacy Act:
 - a. Video images of student conducting normal activities such as riding school buses, walking in the hallways, at school activities and functions, etc., are considered to be student "Educational Records," but will be treated as "Directory Information" under the *Family Educational Rights & Privacy Act* (FERPA). The District has amended its FERPA Policy & Annual FERPA Notice to include video images in its definition of "Directory Information."
 - b. Video images of students engaged in misconduct (e.g., vandalism, fighting) are not treated as "Directory Information" and cannot be disclosed to the public as "Directory Information."

VISITOR'S PASS

Student visitors are not allowed. Only bona fide Holland Patent students should be in attendance during the regular school day. All visitors to the building must report to the attendance office, sign in, and receive a visitor's badge.

PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION SYSTEMS

I. Scope of Policy

A. Digital information systems are important to achieving the District's educational goals and conducting business operations in an efficient manner. The Board's goal is to provide students and staff with digital technology tools that are appropriate to support the District's instructional goals and operational needs, consistent with a wise use of the District's financial resources.

B. When used in this Policy, the term "digital information systems" includes computers of any size and form factor (including smartphones and tablets), network servers, routers, cables, interactive white boards, video conferencing equipment, switches, and software that is owned, leased, or licensed by the District, or that the District has the use of through a cooperative educational services agreement (CoSer), and that is used to create, modify, store, or transmit information in a digitized form.

C. This Policy applies to the use of all District-managed devices, including mobile devices such as laptop computers and digital tablets, whether the equipment is used by staff, students, or members of the public. References to District-managed devices shall include devices owned by the District and devices that may continue to be owned by the BOCES but are assigned to the District for use within the District under District supervision.

D. This Policy also applies to the use of digital devices that are not District-managed devices but are used to access and connect to the District's network, whether the device is owned or used by a staff member, student, or member of the public.

E. Anyone who uses any part of the District's digital information systems is expected to comply with the standards of use set forth in this Policy, whether that person is a staff member (employees and volunteers), student, contractor, or member of the public (including parents and community members).

F. In addition to the standards set forth in this Policy for use of the District's digital information systems, users of those systems must comply with all other board-adopted policies and related regulations, including but not limited to, the Code of Conduct, the Internet Safety Policy, and the Equal Opportunity and Nondiscrimination Policy.

II. District Accountability for Use of Digital Information Systems

A. The Board recognizes the District's responsibility to monitor the use of its digital information assets to insure that those assets are used for their intended purposes, and that the use of those assets does not expose the District to unnecessary risk. The Superintendent shall develop procedures and operating protocols that provide for the periodic review of access logs and filtering logs for the purpose of identifying possible misuse of the District's assets.

B. The District reserves the right to inspect the contents of any digital files, folders, images, or other digital information created, modified, stored, or transmitted using the District's digital information assets.

1. The only information that should be created, modified, stored, or transmitted using the District's digital information systems is information that is necessary to or supportive of the District's education program or business operations. Individuals do not have an expectation of personal privacy in any information created, stored, or transmitted by the individual using the District's digital information systems. This includes any passwords to an individual's personal internet accounts that the individual

chooses to store on the District's digital information systems.

2. The Superintendent shall insure that staff, students, and the public are periodically advised that any information created, modified, stored, or transmitted using the District's digital information systems may be examined by the District for such reasons as to insure that the systems are being properly used, or to comply with obligations under laws such as the Freedom of Information Law (FOIL), the Family Educational Rights and Privacy Act (FERPA), and litigation discovery procedures.

C. The District is not responsible for the quality, availability, accuracy, nature, or reliability of Internet service beyond the point at which the District's digital information systems connect to the Internet. Not all information found on the Internet is accurate or reliable, and each user is responsible for verifying the integrity and authenticity of information that the user finds on the Internet.

D. The District maintains its digital information systems for the sole purpose of delivering its educational program and conducting its business operations, and the digital information system shall not be deemed to be a public forum or limited public forum.

III. Responsible Use of Digital Information Systems

A. Instructional and non-instructional staff are provided with access to the District's digital information systems for the purpose of performing their work duties. Use of the systems for any other purpose may be classified as unacceptable work performance, and may be subject to counseling or discipline consistent with applicable laws and collective bargaining agreements. Limited personal use for such purposes as brief communication with family members may be acceptable, but staff members should keep in mind that any data created by personal use remains subject to review by the District.

B. Students are provided with access to the District's digital information systems for the purpose of completing instructional assignments under the guidance of a teacher. Use of the systems in a manner that does not comply with the standards in this Policy or another Policy, or guidance issued by the Superintendent or other administrator or teacher, may result in disciplinary action consistent with the District's Code of Conduct.

C. Members of the public may access the District's digital information systems to support a child's education (e.g., Parent Portal to access grades), to communicate with staff, or for personal reasons (e.g., WiFi access while in the school building). The Superintendent, in consultation with the Director of Technology, shall develop and implement procedures and protocols so that members of the public are reasonably advised of their responsibility to adhere to the standards set forth in this and other Board Policies, and are reasonably advised that information created, modified, stored, or transmitted through the District's digital information systems is not considered private, except to the extent explicitly provided by law.

D. Users must not engage in conduct that may compromise the security of the District's digital information systems.

1. A user may not access the systems with any password other than the password given to the user by the authorized District staff member.

2. A user may not disclose the user's assigned password to anyone except a District staff member authorized to have access to that user's password.

3. A user may not download or install any program, app, content, or other software that has not been

approved for installation by the District.

4. A user may not circumvent, or attempt to circumvent, any computer security measure implemented by the District or required by any service provider or program as a condition for using a service or program.

5. A user may not download, create, or distribute a virus, Trojan horse, adware, or other malware, or add files to or delete files that change the function or operation of the digital information systems.

E. Users must understand and respect the capacity of the digital information systems and the need to accommodate other users. Therefore, users shall not engage in activities that use a disproportionate share of the system's assets, such as creating or disseminating commercial advertising, political fundraising, mass mailings (unless pre-approved school-related purposes), or playing online games that have not been incorporated into course material.

F. Users must respect the rights of other individuals regarding content those individuals have created. A user cannot download or use content in violation of copyright laws, including music, movies, artwork, photographs, and programs.

G. Users may not access, upload, download, or distribute pornographic material, obscene material, or sexually explicit material.

H. Users may not create or distribute information that is disrespectful of other persons or groups, or that is illegal, defamatory, abusive, intimidating, harassing, or bullying, or the creation or distribution of which is illegal.

I. Users may not participate in chat rooms, instant messaging, or e-mail that is not specifically permitted by a staff member as a legitimate school-related purpose.

J. Users may not send or display unsolicited non-educational related messages or pictures.

K. Users may not access the internal components of a computer or other device, except as instructed by an authorized member of the District's instructional technology staff or other technical consultants.

L. Users may not access, or "hack into," other user accounts or files or directories that the user is not authorized to access.

M. Users may not use the District's digital information systems to conduct business transactions not related to their school responsibilities, or to perform work on behalf of any non-school organization.

N. Users may not engage in any activity using the District's digital information systems that violates any local, State, or federal law.

O. Users who engage in inappropriate use of the digital information systems may have their access rights modified or revoked, or be subject to discipline consistent with the District's Code of Conduct and applicable laws and collective bargaining agreements.

P. Students are required to complete user logs at all Internet enabled workstations in all open access areas and open labs.

Q. Student will not give personal information such as their address or phone number to those with whom they correspond via electronic mail.

R. Subscriptions to News groups and LISTS must be reported to the District Technology Coordinator. Prior approve is required for students.

S. Mail from News groups and LISTS must be monitored daily and deleted from personal mail directory to avoid excessive use of file server hard disk space.

IV. Physical Environment and Security

A. The physical assets that are incorporated into the District's digital information systems (hardware) are both valuable and vulnerable. To the extent feasible in existing facilities, network servers and other critical infrastructure shall be installed in physical locations that provide appropriate ventilation, electrical supply, and an absence of potential risks (e.g., water leaks). Future facility plans shall include consideration of proper physical spaces to house digital network infrastructure.

B. The Superintendent, in consultation with the Director of Technology, shall adopt a protocol for limiting access to spaces housing network servers and other critical infrastructure, and for logging the identity of those accessing those spaces and the dates of access.

C. If a District-managed mobile device is assigned to a student or staff member for their dedicated use, a record shall be made identifying the device, the person to whom it is assigned, the date of the assignment, and the date of the expected return of the device. All devices shall be returned to the Instructional Technology Department no later than June 30 of each school year, unless prior arrangements have been made with the IT Department.

D. A staff member or student may take possession of an assigned device only after providing the Instructional Technology Department with a written agreement acknowledging the following conditions with respect to the device and any related equipment provided with the device:

1. Use of the device must conform to the standards of responsible use set forth in this Policy, and all other applicable District policies and rules, whether the device is connected to the District's digital information systems or not;
2. The device remains the property of the District, and must be returned to the District at the designated time or when the user ceases to be affiliated with the District, if earlier;
3. The user will take reasonable care to protect the device from damage due to dropping or other physical shock, inclement weather, spillage of food or other substances, and other physical dangers;
4. The user will lock the device using the assigned password, will not share that password with anyone other than an authorized District employee or designee, and will not allow any other person to use the device;
5. The software installed on the device is owned by or licensed to the District, and the user may not copy or alter the installed software; the user will not install or download any software, program, application, or executable code onto the device that is not approved by an authorized District employee or designee;

6. The user acknowledges that the device may be equipped with software installed by the District to protect the device from damage from viruses or other malware, which may prevent the user from installing software or making other changes to the device, and the user agrees not to attempt to remove, neutralize, or circumvent this security measure;

7. The District retains the right to examine the device and its contents, and may do so remotely, and the user has no expectation of privacy in any information created, modified, stored, or transmitted with the device; and

8. If the device is damaged through the gross negligence of the user, the user will be responsible for compensating the District for the damage.

Where the user is a student, the acknowledgement shall be signed by both the student and a parent or person in parental relation.

V. User Access Rights

A. The District shall assign each user rights to access only those assets of the digital information systems, and only those data fields, files, or elements that are appropriate to the user's status and, where applicable, job responsibilities.

B. The District shall periodically review the roster of users and their assigned access rights, and make adjustments to reflect any changes in circumstances.

C. Users shall be required to use passwords that meet standards established by the Superintendent, in consultation with the Director of Technology, and to change passwords periodically.

D. The Superintendent, in consultation with the Director of Technology, is authorized to develop and adopt procedures and protocols for assigning, reviewing, and removing user access rights, including the use of passwords. These procedures and protocols shall include procedures for removing users from the roster when an individual is no longer affiliated with the District.

VI. Mitigation of Business Interruption Risk

A. The District shall create, periodically review, and update as necessary, a disaster recovery plan that provides a reasonably specific roadmap to responsible District personnel of the steps to follow in responding to, and recovering from, a disasterrelated interruption of the operation of the District's digital information systems. The plan shall be responsive to such extraordinary events as flood, storm, electrical grid failure, system component failure, and cyber intrusion.

B. As part of the disaster recovery plan, the District shall create, periodically review, and update as necessary, a plan for routine backup of the information stored in the District's digital information systems. The backup plan shall balance cost and administrative effort with the potential consequences of losing particular data elements. The importance of individual data elements or databases to the continued operation of the District shall be prioritized and backup schedules set accordingly.

C. The Superintendent, in consultation with the Director of Technology, is authorized to develop and implement the procedures and protocols for disaster recovery and information backups. The Board shall be briefed on the status of these plans at least annually.

VII. Email Component of Digital Information Systems

A. All references in this Policy to the use of District digital information systems include the use of those systems for the composing, sending, receipt, and storage of email. The District's reserved right to access and inspect information stored on or passing through its systems applies to email messages and related metadata. The standards of responsible use set forth above apply to email.

B. Use of Email By Staff Members

1. Staff members are provided with credentials to access and use the District's email domain (@hpschools.org) to send and receive work-related emails. As noted above, those emails are not confidential or private. The District may review those emails for any reasonable business purpose, including to insure compliance with this and other Policies, and with other applicable laws and regulations. The District may be required to disclose emails to third parties pursuant to FOIL, FERPA, or other legal requirements. Employees shall not conduct personal business using the District's email address.
2. Staff members must use the District's email domain to send and receive all work-related messages. If a staff member uses a personal email account to send or receive a work-related message, the staff member may be required to provide access to the personal email account in order to comply with FOIL, FERPA, or another legal requirement.
3. If a staff member stores personal email, or passwords to personal email accounts, on the District's digital information systems, that information will be available to the District.
4. Each email is a business document. Consistent with the standards for responsible use set forth above, all email should be businesslike, appropriate to the business purpose, and respectful of the recipients. Staff members must keep in mind that every email is subject to public disclosure under FOIL.
5. Emails that contain personally identifiable student information may be classified as education records under FERPA. Staff members should use discretion when communicating personally identifiable student information to anyone through email. Disclosure of personally identifiable student information to other staff members should be limited to those staff members who work with the student.

C. Use of Email by Students

1. Use of the District's email domain by students is permitted when assigned by a teacher as part of a class requirement, project, or unit.
2. Students may not access their personal email accounts (such as Yahoo!, MSN, personal Gmail, etc.) through a District-owned machine.
3. The District's email domain is filtered and can be monitored by school staff. Students do not have an expectation of privacy when using the District's email domain.

VIII. Personally-Owned Devices Connected to the District's Digital Information Systems

A. When devices not owned or managed by the District access the District's digital information systems, the District is exposed to several additional risks, such as the risk that malware will infiltrate the District's system from a non-secure device; the risk that confidential student information will migrate to the device,

which might then be lost or stolen; and the risk that records relating to District business will be stored on the device, and the District will be legally obligated to produce those records in response to a FOIL request or litigation. To mitigate these risks, employees connecting non-District managed devices to the District's digital information systems shall be required to accept certain requirements.

B. The Superintendent, in consultation with the Director of Technology, shall develop and implement procedures and protocols for authorizing devices not managed by the District to be connected to the District's digital information systems. Devices shall not be connected to the District's systems unless the user of the device agrees to the terms determined by the Superintendent to be appropriate and necessary to mitigate the foreseeable risks. Those terms shall include, but not be limited to:

1. The user acknowledges familiarity with this Policy and other relevant Policies, and agrees that the use of the District's digital information systems through the device will comply with the standards of responsible use and other requirements in the Policies;
2. The user agrees to give the District access to the memory of the device when the District has a business reason to retrieve data or documents, including the need to respond to a FOIL request, a request for education records under FERPA, or a litigation disclosure requirement, or a review to confirm compliance with the standards of responsible use;
3. The user agrees that no District-related data or documents will be copied or otherwise stored in personal "cloud" accounts such as Dropbox, Box, OneDrive, etc.;
4. The user agrees that District-related communications will be sent and received as email when practicable, and that text messaging will only be used to relay non-essential information;
5. In the event that the device is lost, stolen, or missing for more than 48 hours, the user will immediately notify the Director of Technology, and will cooperate with all District efforts to recover or reconstruct District-related information that was stored on the device;
6. The user acknowledges that if the device is used to access the internet through the District's digital information systems then that access will be filtered in accordance with the District's Internet Safety Policy;
7. The user agrees that all system updates and all application updates will be installed within a reasonable time of being available, and agrees that anti-virus software will be installed on the device, activated, and updated where applicable;
8. The user agrees that, if the device has the capability to connect to the internet using cell phone (3G/4G) connections, the user will not connect the device to the internet using that capability while on school premises. Instead, the user will always connect to the District network in order to connect to the Internet;
9. The user agrees that the District will not be responsible for any damage that occurs to any component of the device, including processors, memory, video displays, WiFi or Bluetooth circuitry, or programs as a result of being connected to and operating on the District's digital information systems; and
10. The user agrees that failure to abide by the terms of use will be sufficient reason for the District to block the device from further access to the District's digital information systems.

C. The use of non-District managed devices by students on school property shall be subject to rules and protocols approved by the Superintendent after consultation with building principals and teachers.

IX. Acceptable Use of Mobile Devices by Students

A. Each teacher has the right to allow or disallow the use of mobile devices to support student learning or achievement during instructional time as he/she deems appropriate. If the teacher allows the use of mobile devices for instructional purposes, his/her students shall not use such devices in any manner or place that is disruptive to the normal routine of the class/school, nor in any way inconsistent with this policy, the Code of Conduct or other policies or rules.

B. Unless express permission is granted, mobile phones should not be used to make calls, send text messages, surf the Internet, take photos or use any other application during school lessons and other educational activities, such as assemblies.

C. Using mobile phones or devices to bully or threaten other students is unacceptable and will not be tolerated.

D. The use of vulgar, derogatory, or obscene language while using a mobile device will not be allowed. Any student engaging in such conduct will face disciplinary action as sanctioned by the Holland Patent Central School District Code of Conduct.

E. Any student caught using a mobile device during an examination or assessment in an unauthorized manner will face academic and/or disciplinary sanctions.

F. Each teacher has the right to determine whether mobile devices must be stored out of sight or placed on the student's desk in plain sight when not in use for instructional purposes.

G. Any use of a mobile device that interferes with or disrupts the normal procedures of the school or classroom is prohibited. This prohibition extends to activities that occur off school property and outside of school hours if the result of that activity causes a substantial disruption to the educational environment.

X. Student Data Security and Parental Consent

A. The creation, modification, storage, and transmission of personally identifiable student information using the District's digital information systems must comply with the requirements of federal and State law.

1. Usernames and passwords assigned to or created for students will generally be considered personally identifiable student information.

2. Personally identifiable student information may not be provided to third party contractors (including online or "cloud" services) without determining that any online Terms of Service or other online agreement complies with federal and state laws. The Superintendent shall develop and implement a procedure for administrators, teachers, and other staff to seek evaluation of any online product or service that they wish to implement to support instruction or business operations.

B. The standard procedure in the District shall be to provide each student with access to the District's digital information systems unless student violates the District rules for the use of those systems or the District is notified in writing (including email) by a student's parent or person in parental relation that the

student is not to be given access to those systems. At the time of enrollment and the beginning of each school year, a student's parent or person in parental relation shall be notified of this Policy, the importance of online access to contemporary education methods, and how to inform the District that their student is not to be given access to the District's digital information systems.

XI. Data Security Awareness Training

District staff shall be provided with instruction concerning the requirements of applicable laws and this Policy, and the importance of following best practices to protect the security of information stored in the District's digital information systems.

Holland Patent Central School District

Cross Ref: 0016, Equal Opportunity and Nondiscrimination

1010, Code of Conduct

5070, Internet Safety

Adopted: 02/06/02, 03/14/12 Board Reviewed: 01/09/13

Revised: 04/27/04, 08/23/06, 06/20/07, 03/19/14, 12/20/18

**HOLLAND PATENT CENTRAL SCHOOL POLICY
RELATIVE TO USING REASONABLE FORCE TO MAINTAIN ORDER
(FORMER CORPORAL PUNISHMENT POLICY)**

The New York State Board of Regents took action on February 22, 1985 to prohibit the use of corporal punishment in the state's public schools. The rule adopted states, "No teacher, administrator, officer, employee, or agent of a school district in this state, or of a BOCES, shall use corporal punishment against a pupil." Corporal punishment is defined as, "any act of physical force upon a pupil for the purpose of punishing that pupil."

It is the policy of the Board of Education of the Holland Patent Central School District that if alternative procedures or methods excluding the use of physical force cannot be reasonably used, physical force used for any of the four following reasons as stated below will not be considered corporal punishment when used by a teacher, administrator, officer, employee, or agent of the school district:

1. To protect oneself from physical injury.
2. To protect another pupil, teacher, or any other person from physical injuries.
3. To protect the property of the school or other.
4. To restrain or remove a pupil whose behavior is interfering with the orderly performance of school district functions, if that pupil has refused to comply with a request to refrain from further disruptive acts.

This statement of policy shall be immediately communicated to the teaching staff, the students, and the parents of the school district in such a form and manner as the superintendent of schools shall determine and at yearly intervals at the first faculty or staff meeting of the year.

SECTION VI - SCHOOL COUNSELING SERVICES

The Counselors can assist students:

1. In making plans for their future in and out of school.
2. In learning how to secure appropriate occupational and educational training.
3. In learning how to cope with their problems.

COURSE SELECTION GUIDE

Grades 9 - 12

This Course Selection Guide has been prepared to help students plan for their futures.

Planning a high school program is a major task that every student and parent must face.

However, it is the responsibility of the school counselor to review all aspects of each student's record and to assist in guiding that individual in the development of an appropriate program of study.

Planning next year's course of study is the primary task now at hand. Please use this

Guide as an introduction to the courses Holland Patent High School will offer next year. A review of the course descriptions found on the following pages should be the beginning stage of each student's investigation. Department chairpersons and teachers should be consulted regarding the requirements and depth of study included within each potential course. All questions related to course selections should be referred to the counseling office.

Please make full use of this Guide in planning a program and rest assured that all

Holland Patent personnel are eager and willing to be of assistance. Please be advised that the school reserves the right to withdraw any course in which there is insufficient enrollment. As the Board of Regents and the State Education Department move forward with efforts to raise standards, changes in course offerings and descriptions may occur.

Students Entering Grade 9 in 2009 And Beyond

Local/Regents Diploma Required Courses

English	4
Social Studies	4
Math	3
Science	3
*Foreign Language	1
Art/Music	1
Health	.5
Physical Education	2
Sequence/Electives	As required
Minimum Number	22

Advanced Regents Diploma Required Courses

English	4
Social Studies	4
Math	3
Science	3
Foreign Language	3
Art/Music	1
Health	.5
Physical Education	2
Sequence/Electives	As required
Minimum Number	22

**Regents Diploma
5 Required Exams
(65 and above)**

English Language Arts Regents Exam
Integrated Algebra Regents Exam
Regents Global Studies Exam
Regents U.S. History Exam
Regents Science Exam

**Advanced Regents Diploma
8 Required Exams
(65 and above)**

English Language Arts Regents Exam
All NYS Math Regents Exams offered
Regents Global Studies Exam
Regents U.S. History Exam
Two Regents Science Exams
[a] Regents Foreign Language Exam

[a] Students acquiring 5 units of credit in Art, Music, Business, Technology or Vocational Education plus the one unit LOTE (Language Other Than English) requirement may be exempt.

* Students are required to have completed one unit of credit of World Language by the end of their freshman year, or pass the NYS Proficiency exam.

ENGLISH

Students are required to earn four credits of English to meet the NYS Graduation Requirement.

9-English 9R or English 9H

10-English 10R or English 10H

11-English 11R or AP Language and Composition

12- English 12R or AP Literature and Composition or MVCC English 101 or SUPA WRT 105/WRT 114

English 9 – R, H 1.0 Credit

The freshman English course focuses on reading, writing, listening and speaking skills. This curriculum introduces the four major writing tasks required for success on the 11th grade English Language Arts exam.

Literature and Reading

- Classic/contemporary novel
- Poetry
- Short stories
- Non-fiction
- Oral Presentation and Evaluation
- Mythology and Drama
- Emphasis on Critical Thinking
- Analysis and Application of Literary Devices and techniques
- Process writing and journaling
- Vocabulary and grammar skills

Final Assessment: Final Examination

Prerequisites: For English 9H, English 8H or teacher recommendation is required.

English 10 – R, H 1.0 Credit

English 10 will expand on reading, writing, listening and speaking skills introduced in ninth grade and will also emphasize the skills of reading comprehension and literary analysis required for success on the New York State Comprehensive Exam in English Language Arts.

Literature and Reading

- Read, analyze, and respond to fiction and non-fiction and poetry
- Vocabulary and grammar are reinforced

- Increased emphasis on analysis and interpretation through the use of literary devices and techniques.
- Writing Portfolio to include teacher and student-choice samples of the following types of writing products:
 - o Personal narratives and other essays
 - o Business letters of introduction and thank you
 - o Listening and reading comprehension essays
 - o Literary analysis essays, tasks 3 & 4
 - o Extended research project; MLA citations

Final Assessment: Final Examination

Prerequisites:

- English 9R, 9H for admission to English 10R
- English 9H or teacher recommendation for admission to English 10H

English 11 – R - 1.0 Credit

English 11 will emphasize skills required for success on the New York State Comprehensive Exam in English Language Arts. This exam, taken by all juniors, holds students responsible for work in grades 9, 10 and 11.

To prepare, students will:

- Read a variety of mostly literary texts, including plays, novels, nonfiction and poetry
- Write various essays, including compositions, literary essays, persuasive issue-oriented papers
- Listening and writing for information and understanding
- Reading and writing for information and understanding
- Reading and writing for literacy response
- Reading and writing for critical analysis and evaluation

Prerequisites: English 10 R, H for admission to English 11R

* The Regents Comprehensive Examination in English (ELA) is a graduation requirement.

English 12 – R - 1.0 Credit

Senior English is a full-year, heterogeneously grouped course in which reading, writing, listening and speaking skills are integrated to help students use language effectively and appreciate fully the oral and written expression of others.

- Reading and analyzing literature including fiction, non-fiction, drama, and poetry
- Required to write personal essay, pieces, poetry, letters, inquires and creative pieces
- Study verbal and non verbal language to present a variety of speech

Final Assessment: Portfolio of student products

Pre-requisite: English 11R or senior status

Note: This ELA course fulfills the fourth unit of English for students enrolled in a career and technical education program. This has been approved through Oneida-Madison-Herkimer BOCES by the New York State Education Department.

Advanced Placement Literature and Composition - 1.0 Credit

Emphasizing close analysis of literary texts, this course prepares students to take the AP Exam in English Literature and Composition. A research paper is required, as is daily participation in discussions of literary works ranging from Anglo-Saxon to modern literature.

- Emphasis on college level reading and writing skills and techniques
- 15 works of literature are required reading
- Analysis of a novel or drama with correct MLA citation

- Reading response journal for each work of literature
- Focus on three types of AP essays, prose analysis, poetry analysis and AP open essay

Prerequisites: Teacher recommendation and/or English 11

Final assessment: NYS ELA 11 Regents Examination

* The AP Examination is taken in May.

Advanced Placement Language and Composition - 1.0 Credit

Emphasizing the interactions among a writer's purpose, audience expectation, and subject

- Expository, analytical, and argumentative rhetorical techniques studied
- Variety of literary works analyzed, synthesized and applied to compositions
- Researched argument papers with correct MLA format

Prerequisites: Teacher recommendation and/or English 10H

Final assessment: NYS ELA 11 Regents Examination

* The AP Examination is taken in May.

MVCC English 101 (EN 101)/MVCC English 102 (EN 102) - 1.0 Credit

Students develop skills in writing, revising, and editing paragraphs and short essays.

This course focuses on :

- Self expression
- Organization and Development of ideas
- Subordination and coordination of sentences
- Practice of standard usage

Prerequisite: Appropriate score on placement test

6 MVCC Credits

Final Assessment: MVCC Final Exam

Syracuse University Project Advance English 12 – WRT 105/WRT 114

WRT 105: Practices of Academic Writing - .5 Credit

This course teaches students strategies of critical academic writing in various genres, including analysis, argument, and researched writing. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community' and that writing as a process involves reflection and revision. This writing course is a site of active learning where students have responsibility for their own progress and for that of their peers. Students write formal papers for each major unit, in addition to various information writing assignments and a culminating portfolio. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University Transcript.

3 Syracuse University Credits

WRT 114: Writing Culture: Intro to Creative Nonfiction - .5 Credit

This course focuses on the genre of creative nonfiction. Students explore a variety of creative nonfiction such as memoir; biography; the person essay; travel, science, and food writing; and "new journalism." As its name suggests, creative nonfiction borrows elements from fiction and poetry (e.g. description, scene construction, dialogue, etc.) yet still aims to tell the truth. For a writer to "tell it slant," however, is to acknowledge the ways in which one's subjective viewpoint shapes what counts as "the truth" in telling a story about one's own or another's experiences. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and

to read varied examples of contemporary creative nonfiction. Students will craft and workshop their own creative nonfiction compositions. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University Transcript.

3 Syracuse University Credits

SCIENCE

Description: A freshman entering Holland Patent High School after September 2001 must earn at least 3 credits in science to graduate. One science must be a life science (Living Environment) and another must be a physical science (Earth Science, Chemistry, or Physics).

Living Environment - R 1.0 Credit

The course is designed to prepare students to explain, both accurately and with appropriate depth, the most important ideas about our living environment. The use of scientific inquiry is achieved within the laboratory program.

- Unity and diversity of life
- Ecology
- Human impact on ecosystems
- Genetics continuity
- Evolution
- Reproduction and development
- Homeostasis
- Scientific inquiry

Final Assessments: NYS Living Environment Regents Examination

Special Notes: The laboratory requirement for entry into a regents science examination is a minimum of 1200 minutes of hands on lab with satisfactory lab reports.

Earth Science - R 1.0 Credit

This course is designed to give students an understanding of the Earth, the processes that shape the Earth and effect their everyday lives, and the solar system. Mathematical relationships and analytical thought are emphasized.

- Earth Models and Dimensions
- Deep Space
- The Solar System
- Earth in Space
- Energy and Earth Processes
- Insulation and the Earth's Atmosphere
- Meteorology
- The Water Cycle and Earth's Climates
- Weathering Erosion and Deposition
- Minerals and Rocks
- The Dynamic Crust and Earth's Interior
- Landscape Development
- Geologic History
- Astronomy
- Plate tectonic theory

Final Assessment: NYS Earth Science Regents Examination

Special Notes: The laboratory requirement for entry into a regents science examination is a minimum of 1200 minutes of hands- on lab with satisfactory lab reports.

Chemistry R 1.0 Credit

This course is concerned with learning about and controlling chemical changes in matter and the accompanying changes in energy. It presents a modern view of Chemistry and is designed to prepare students for the Chemistry Regents examination.

- Atomic Concepts
- Chemical Bonding
- Kinetics and Equilibrium
- Acids, Bases and Salts
- Organic and nuclear chemistry
- Periodic table
- Moles and stoichiometry
- Physical Behavior of Matter
- Oxidation – reduction

Suggested Prerequisites: Integrated Algebra R

Final Assessment: NYS Chemistry Regents Examination

Special Notes: The laboratory requirement for entry into a regents science examination is a minimum of 1200 minutes of hands on lab with satisfactory lab reports.

Physics R 1.0 Credit

This course presents a modern view of physics with major emphasis on the fundamental concepts underlying this basic science.

- Mechanics
- Wave motion
- Electricity
- Magnetism
- Modern Physics
- Internal energy and heat
- Electromagnetic Energy

Suggested Prerequisites: Integrated Algebra R and Geometry R

Final Assessment: NYS Physics Regents Examination

Special Notes: The laboratory requirement for entry into a regents science examination is a minimum of 1,200 minutes of hands on lab with satisfactory lab reports.

Advanced Placement Biology 1.0 Credit

This course is designed to be the equivalent of a college introductory biology course. It provides students with the framework, scientific knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Topics covered include:

- Molecules and cells
- Heredity and evolution
- Organisms and populations

Suggested Prerequisites: Living Environment R and Chemistry R

Final Assessment: Final Examination

Special Notes: This course has required laboratory experiences.

*The AP Examination is taken in May.

Environmental Science 1.0 Credit

This course is a blend of a variety of science topics pulled from Earth Science, Chemistry, Physics and Biology.

Topics covered include:

- Soils
- Water
- Fisheries
- Current Environmental Issues
- Wildlife
- Human Impact
- Forestry

Final Assessment: Final Examination

Suggested Prerequisites: 2 previous science credits

Forensic Science 1.0 Credit

This course provides students with conceptual understanding of the nature of science and practical application of scientific reasoning used in the process of solving crimes. The course draws upon multiple scientific disciplines, including biology, chemistry, and physics to develop students' reasoning skills, promote the development of empirically grounded arguments, and enhance scientific literacy.

Topics covered include:

- Historical development of forensic science
- Crime scene analysis
- Fingerprint analysis
- Hair and fiber analysis
- Handwriting analysis
- Forensic toxicology
- Tool mark analysis
- Forensic anthropology
- Ballistics analysis

Final Assessment: Comprehensive Project or Comprehensive Exam

Suggested Prerequisites: Living Environment, Physical Science (Earth Science or Chemistry), Integrated Algebra R

Science 12 1.0 Credit

This course is a physical, technical science that fulfills the third unit of science for students enrolled in a career and technical education program. This has been approved through Oneida-Herkimer-Madison BOCES by the New York State Education Department.

SOCIAL STUDIES

Students are required to earn four credits of Social Studies to meet the NYS Graduation Requirement.

9th Grade	Global History 9R or 9H
10th Grade	Global History 10R or AP/MVCC World History
11th Grade	U.S. History 11R or AP US History/MVCC American History I and II
12th Grade	Government & Economics or MVCC Economics & AP Government
Electives	MVCC Sociology and Psychology

Global History & Geography 9 - R 1.0 Credit

Global History and Geography is the first of a two year sequence culminating in the Global History and Geography Regents Examination. A chronological approach to instruction is used.

Topics include:

- Political, economic, religious, social, and cultural aspects of Europe, Africa, Asia and Latin America from prehistory to the Age of Enlightenment.
- Thematic essays, reading and analyzing documents and writing document based essays.

Final Assessment: Final Examination

Global History & Geography 9 – H - 1.0 Credit

Similar to the Regent’s level course, this course is designed to explore Global History and Geography in a chronological approach. This course addresses habits of mind or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

Topics include:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Developing the ability to assess issues of change and continuity over time.
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.
- The Ancient World
- Developing civilizations
- Medieval Europe
- The Renaissance and Reformation
- Empires of Asia
- Habits of mind
- Final Assessment: Final Examination

Global History & Geography 10 – R - 1.0 Credit

This course is a continuation of Global History 9R

Topics include:

- The Age of Revolution
- Industrialism and Nationalism
- Global conflicts
- The post World War II period
- Thematic essay, reading and analyzing documents, and writing document based essays.

Final Assessments: NYS Global History & Geography Regents Examination

Advanced Placement World History/MVCC History of Western Civ. I & II - 1.0 Credit

Similar to the Regent’s course, this course is a continuation of Global History. However, the Advanced Placement course will proceed at a quicker pace and the depth of understanding, along with the expectations, are more rigorous. This course addresses habits of mind or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Developing the ability to assess issues of change and continuity over time.

- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.
- The Age of Revolution
- Industrialism and Nationalism
- Global conflicts
- The post World War II period
- Thematic essay, reading and analyzing documents, and writing document based essays.

Final Assessment: NYS Global History & Geography Regents Examination

*The AP Examination is taken in May.

6 MVCC Credits

U.S. History & Government 11 - R 1.0 Credit

This course examines the historic, political, social, economic and cultural development of the nation within the framework of the Declaration of Independence and the Constitution.

Major units include:

- Constitutional Foundations
- Civil War
- Industrialization of the U.S.
- Populists & Progressive Movements
- World War I
- Prosperity and Depression
- The U.S. in the time of Global Crisis (1933-50)
- A world in uncertain times (1950-present)

Final Assessments: NYS U.S. History & Government Regents Examination

Prerequisites: Global History 9 and 10

Advanced Placement U.S. History & Government 1.0 Credit

This college level course combines the U.S. History and Government course with study to prepare the student for the Advanced Placement Examination in American History.

The area of studies include:

- Analysis and discussion of current affairs
- Constitutional understandings and applications
- Exposure to precedent setting events
- Exploring primary documents
- Focus on continue to strengthen the habits of mind

Final Assessments: U.S. History and Government Regents Examination

*The AP Examination is taken in May.

Special Notes: Documented research paper required

Suggested Prerequisites: Teacher Recommendation

MVCC American History I (HI 111) - .5 Credit

This survey course develops a comprehensive overview of American History as well as a deeper understanding of how its geography, people, institutions, and culture interact to define the American experience. It begins with American colonization and concludes on the eve of the civil war.

Final Assessment: MVCC Final Exam

3 MVCC Credits

MVCC American History II (HI 112) - .5 Credit

This course continues to survey the development of the American story from an agricultural, frontier society to urban, industrial nation. Emphasis is placed on the economic revolution of the post Civil War era, it's social, political, and military aspects, and the emergence of America as a world leader. It begins with the civil war and ends with present day.

Final Assessment: MVCC Final Exam
3 MVCC Credits

MVCC Economics - .5 Credit

A more intensive examination of the concepts studied in Economics 12.

The goals of the course are:

- To develop an understanding of the role of economics in our society
- To increase student's appreciation for the significance of economic decisions both individually and collectively

Topics of study include:

- Economic Methods
- The U.S. Economic System
- Market Pricing
- The Consumer
- Business Firms and Market Structure
- Industry Performance
- Government and Business
- Labor and Income Distribution
- Money and Banking
- Economic Instability
- The Economy's Output
- Public Finance and Taxation
- International Trade and Finance
- Alternative Economic Systems

Final Assessments: · Portfolio grade (based on 3 research papers or projects) - 50%

Final Examination – College approved examination
3 MVCC Credits

Economics - .5 Credit

Students learn to employ the basic economic concepts in decision making.

The course examines:

- Economic Fundamentals
- Microeconomics
- Macroeconomics
- Global Economic Concepts

Final Assessments: Final Examination

Government - .5 Credit

This course covers the role of local, state and federal government in our lives and how Americans can influence the various levels of government to shape the nation in which we live.

This course examines:

- Development of American Democracy
- The Constitution
- Political Parties and Political Ideology
- Federal Government and Public Policy
- Interest Groups/Lobbying
- Public Opinion/Polling
- Mass Media
- Local Government

Final Assessments: Final Examination

MVCC Sociology - .5 Credit

An introduction to sociology, the course affords a framework for students to recognize the relationships among many sociologic topics examined throughout the social studies program.

Themes include:

- Culture and Social Structure
- The Individual in Society
- Social Inequality
- Social Institutions
- The Changing Social World

Final Assessments: Final Examination

3 MVCC Credits

MVCC Psychology - .5 Credit

This course is designed to familiarize students with the major divisions of psychology including:

- Physiology
- Learning
- Perception
- Motivation
- Emotion
- Personality
- Adjustment
- Abnormal Behavior

Attention is focused on the mastery of basic concepts and theories, along with support research and application.

Final Assessments: Final Examination

3 MVCC Credits

Advanced Placement Government/MVCC Government - 1.0 Credit

Advanced Placement US Government and Politics is a one year course. The purpose of the course is to have students understand and critically analyze key concepts in the structure of American Government and the American political process. There is an emphasis on the creation and implementation of public policy and its impact on American life.

Students who have taken the US History and Government course will have an opportunity to apply their knowledge with regard to American public policy. The course will prepare the students to take the Advanced Placement US Government and Politics exam.

Course Objectives:

- Students will master a broad body of historical and political knowledge.
- Use historical data to support an argument or position.
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast, etc.
- Work effectively with others to produce products and solve problems.
- Learn and apply various study strategies to promote academic success.

Final Assessment: MVCC Final Examination

*The AP Examination is taken in May.

Suggested Prerequisites: Teacher Recommendation and 85% cumulative average

WORLD LANGUAGE

Regents/Local Diploma: One credit of foreign language is required to meet the NYS graduation requirement for the Regents and local diplomas. Regents Diploma with Advanced Designation: Three credits of foreign language and passing the Comprehensive Regents exam in the same language are required for the Regents Diploma with Advanced Designation.

French & Spanish - IB 1.0 Credit

This course is an introduction to the language and culture of the foreign countries where the target language is spoken.

This course examines:

- Basic communicative skills through simulation of every day language situations
- Basic elements of grammatical structure
- Basic writing and listening skills
- Acquisition of pronunciation and conversation skills in situational context
- Culture of target language introduced

Final Assessments: BOCES Checkpoint A Exam

Special Notes: Required for graduation unless the student has passed the language proficiency exam in 8th grade.

French & Spanish - II 1.0 Credit

This course is designed to expand on the first year of foreign language study in the following areas:

- Greater emphasis placed on conversation through an expansion of vocabulary
- Integration of more complex structures such as the past tenses and object pronouns
- Listening and writing skills are also further developed
- Culture continues to be integrated

Final Assessment: Final Examination

Prerequisite: Completion of Level I

French & Spanish - III 1.0 Credit

This course is designed to unify and expand on the first two years of foreign language study.

- Conversational emphasis placed on every day conversations and situation
- Comprehensive grammatical background further developed through the implementation of future, conditional and perfect tenses.
- Writing skills are fine tuned integrating the new grammatical tenses and satisfying the NYS Comprehensive Regents Examination writing requirements.

Final Assessment: BOCES Checkpoint B Exam

Prerequisite: Completion of Level II

MVCC French & Spanish I (Level 4) - 1 Credit

This course is designed to expand on the first 3 years of foreign language study in the areas of culture and language for the foreign counties in which the target language is spoken.

Students are expected to:

- Develop speaking fluency through round table discussions and story recall
- Writing skills are reinforced through thematic compositions which correspond with the literacy units
- Authentic reading materials are used to build reading comprehension skills
- Further develop cultural awareness through written materials

Final Assessments: MVCC Final Examination

Prerequisites: Completion of Level III

6 Credit Hours (MVCC FR 191/192, SP 191/192)

MVCC French & Spanish II (Level 5) – 1 Credit

This sequence continues the development of grammar, cultural understanding, reading, writing, and conversation skills, and is presented at an accelerated pace.

Students are expected to:

- Develop speaking fluency through discussions
- Writing skills are reinforced through compositions which correspond with the literacy units
- Authentic reading materials are used to build reading comprehension skills
- Further develop cultural awareness through written materials

Final Assessments: MVCC Final Examination

Prerequisites: Completion of Level 5 French or Spanish

6 Credit Hours (MVCC FR 201/202, SP 201/202)

American Sign Language

American Sign Language is a natural language created for and by the Deaf Community. In this course, students will learn the language as well as the cultural aspects of the Deaf Community. Instruction of American Sign Language concentrates on the vocabulary, grammar functions and development of sign production skills. Our instruction includes the ultimate goal of social interaction within the target language community. This is why we also focus on Deaf Culture which originated from users of American Sign Language. Students will develop their knowledge of American Sign Language through expressive and receptive tasks at each checkpoint level as well as through Deaf Literature. Deaf literature includes traditional literature as well as signed poetry, stories, fables, etc.

American Sign Language I 1.0 Credit

This course is designed to introduce students to American Sign Language and Deaf culture which is used here in North America. The goal is to teach students to not only sign, but be capable of interacting in the target culture.

Final Assessment: BOCES Checkpoint A Exam

American Sign Language II 1.0 Credit

This course is designed to expand on the first year of American Sign Language and Deaf Culture Study.

Final Assessments: Final Examination

Prerequisite: American Sign Language I

American Sign Language III 1.0 Credit

This course is designed to expand on the first and second years of Language and Culture study. Students will be provided with a more in-depth look at Deaf culture and be given the opportunity to expand on and develop a natural skill level in the target language; American Sign Language

Final Assessment: BOCES Checkpoint B Exam

Prerequisite: American Sign Language II

Mandarin Chinese

Mandarin Chinese is a course that is offered primarily via distance learning. As Mandarin Chinese is classified as one of the world's more difficult languages to learn due to the language's written characters and tonal changes, the traditional levels of learning a world language have altered to insure appropriate acquisition. Therefore, Level 1 will be completed over a three-year time frame, while Level 2 will be completed over a two-year time frame. Levels 3 and 4/AP and the High School Electives 1 and 2 will use the traditional one-year time frame. All courses address the two language standards of Communication and Culture and the four communication skills of speaking, listening, reading and writing.

Mandarin Chinese Level 2A

This is the **first** of a two-year sequence that will progress through the second level of traditional language study. This is a sequential course that continues the teaching of Chinese beginning at the Checkpoint B of the New York State standards. The student enters the course with basic concepts of Chinese. Students build upon vocabulary, grammar and character writing. Students will begin to express themselves with some degree of fluency and fluidity in all four language skills of speaking, listening, writing and reading.

Final Assessments: Final Examination

Prerequisite: Chinese 1C

Mandarin Chinese Level 2B

This is the second of a two-year sequence that progresses through the second level of traditional language study. It is available only to students who have successfully completed the Mandarin Chinese sequence of courses through Level 2A. The student enters the course with solid skills and concepts of second language learning. The student also shows advancement progression of skills particularly in the writing and speaking of Chinese. In the sequential course Mandarin Chinese 2B, the student will continue to build vocabulary, grammar and character writing to show extended knowledge of the language to where the student is able to sustain lengthier conversations in the target language and write in Chinese with an element of fluidity and continuity. This is approached through all four areas of language learning: speaking, listening, reading and writing. The student advances in ability of expression with an increased degree of fluency and fluidity from the Mandarin Chinese 2A course.

Final Assessments: Final Examination

Prerequisite: Chinese 2A

Mandarin Chinese Level 3

This course focuses on the advancement of the four skills of language learning: speaking, listening, reading and writing. It is designed to increase proficiency so that students are capable of communicating with a native speaker in such areas as socializing obtaining information and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Increased emphasis will be placed on the writing of Chinese characters to expand the student's ability to write in Chinese. Students at this level are preparing for the Checkpoint B exam in June. Successful completion of this exam will provide students with a World Language sequence this fulfilling one of the Advanced Regents Diploma requirements.

Final Assessments: BOCES Checkpoint B Exam

Prerequisite: Chinese Level 2A &2B

Mandarin Chinese Level 4 (AP)

The course is designed according to College Board AP requirements. Students will have the option to take the AP examination. The AP Chinese Language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college/university course in Mandarin Chinese. The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: Interpersonal, Interpretive and Presentational. Students will develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expression, grammatical structures, and written characters. The course will also develop the students' awareness and appreciation of the culture of Chinese-speaking people. Students will learn about various aspects of contemporary Chinese society and will compare Chinese culture with their own to help broaden their world view. Students will be exposed to a wide range of authentic materials of Chinese language and culture. Students will strengthen their effective and independent learning strategies by applying their cultural knowledge in written texts and spoken language messages. The interpersonal mode involves spontaneous two-way interaction sustained for 2 minutes. Students will be able to express their personal views on a variety of topics. Students will continue to develop the ability to respond to Chinese people in an appropriate way. Students will learn computer typing of Chinese characters although handwriting skill is still essential. The assessment of the course will be AP exams or an internal Level 4 exam.

Final Assessments: Final Examination/AP Examination

Prerequisite: Chinese Level 3

MATHEMATICS

Three credits of mathematics are required for graduation. In addition, students must pass the Regents Examination benchmark in mathematics.

Algebra 1.0 Credit

This full year course is designed to provide basic algebra skills.

Topics for this course include:

- Translating verbal expressions and sentences
- Functions
- Rational numbers
- Solving equations and inequalities
- Graphs and functions
- Linear equations and graphs
- Systems of equations and inequalities
- Exponents and exponential functions
- Polynomials

Final Assessment: Final Examination

Algebra (Common Core) R 1.0 Credit

Integrated Algebra is the first commencement level mathematics course in the high school. The integrated algebra course set forth here is not the algebra of 30 years ago. The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. Problem situations resulting in systems of equations will also be presented. Alternative solution methods should be given equal value within the strategies used for problem solving. For example, a matrix solution to a system of equations is just as valid as a graphical solution or an algebraic algorithm such as elimination. Measurement within a problem-solving context will include calculating rates using appropriate units and converting within measurement systems. Data analysis including measures of central tendency and visual representations of data will be studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Students will solve problem situations requiring right triangle trigonometry. Elementary probability theory will be used to determine the probability of events including independent, dependent and mutually exclusive events.

Final Assessment: NYS Regents Examination Algebra I (Common Core). Passing this exam is required for graduation.

Geometry - 1.0 Credit

This full year course is designed for the student that has successfully completed Integrated Algebra R.

Topics for the course include:

- Geometry vocabulary
- Theorems
- 3-dimensional space
- Angle relationships
- Properties of parallel and perpendicular lines
- Characteristics of polygons
- Measurement including area, volume and total surface area of polygons
- Proportional reasoning
- Similarity of figures
- Circle relationships
- Coordinate geometry
- Triangle congruence
- Introduction to basic proofs

Final Assessments: Final Examination

Geometry (Common Core) R 1.0 Credit

Geometry is the second commencement level mathematics course in the high school. There is no other school mathematics course that offers students the opportunity to act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals,

and circles should receive particular attention. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

Final Assessment: NYS Regents Examination in Geometry (Common Core)

Advanced Algebra - 1.0 Credit

This full year course is designed as a third credit of math intended for students who have taken and passed Integrated Algebra and Geometry but do not feel quite ready for Algebra 2/Trigonometry Regent's. Successful completion of this course should prepare students to take Algebra 2 and Trigonometry or achieve an appropriate COMPASS math placement test score to take Intermediate Algebra (MVCC MA 115).

Topics include:

- Solving linear equations
- Inequalities and absolute value
- Graphing relations and functions
- Solving systems of equations algebraically, graphically and using matrices
- Operations with polynomials
- Factoring polynomials
- Radical expressions and equations
- Rational exponents
- Complex numbers
- Function operations
- Rational expressions and equations
- Exponential and logarithmic functions
- Trigonometric functions

Final Assessments: Final Examination

Algebra II Common Core R - 1.0 Credit

Advanced Algebra/Trigonometry is the capstone course of the three units of credit required for a Regents diploma. This course is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. For example, technology can provide to many students the means to address a problem situation to which they might not otherwise have access. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.

Final Assessments: NYS Regent's Examination in Algebra 2 Common Core

MVCC Elementary Statistics (MA 110) - .5 Credit

This course introduces probability and statistics.

Topics include:

- Graphs
- Tables
- Frequency Distribution
- Measures of central tendency
- Correlation
- Probability
- Inferential Statistics

Final Assessment: Final Exam

Prerequisite: MA 050 Introductory Math

3 Credit Hours MVCC

MVCC Intermediate Mathematics (MA 115) - .5 Credit

This one semester course introduces intermediate algebra level knowledge and skills.

Topics include:

- Real number system
- Equations and inequalities
- Graphs of linear equations and functions
- Systems of linear equations
- Exponents
- Polynomials and polynomial functions
- Factoring
- Rational expressions and functions
- Roots, radicals and root functions
- Solving quadratic equations

Final Assessments: Final Examination

Pre-requisite: Appropriate Accuplacer placement test scores.

4 Credit Hours MVCC

MVCC College Algebra and Trigonometry (MA 125) - .5 Credit

This one semester course prepares students for Pre-calculus.

Topics include:

- Linear and Quadratic equations
- Inequalities
- Rational expressions
- Trigonometric functions
- Graphs of linear, quadratic, piecewise and trigonometric functions
- Systems of equations
- Algebraic and trigonometric manipulations
- Problem solving

Final Assessments: Final Examination

Pre-requisite: Appropriate Accuplacer placement test scores or MVCC Intermediate Algebra.

4 Credit Hours MVCC

MVCC Pre-Calculus (MA 150) - .5 Credit

This one semester course prepares students for calculus through a study of the properties and graphs of polynomial, rational, trigonometric, inverse trigonometric, exponential and logarithmic functions.

Topics include:

- Systems of equations and inequalities
- Series and sequenced
- Analytic geometry
- Use of the graphics calculator

Final Assessments: Final Examination

Pre-requisite: Appropriate Accuplacer placement test scores or MVCC College Algebra and Trigonometry

4 Credit Hours MVCC

MVCC Calculus I (MA 151) – 1.0 Credit

This one semester course is the first in a sequence of three courses in analytic geometry and calculus for students intending to transfer to programs requiring a thorough background in calculus.

Topics include:

- Limits and continuity
- Differentiation of algebraic and trigonometric functions
- Indefinite and definite integration.

Final Assessments: Final Examination

Pre-requisite: Appropriate Accuplacer placement test scores or MVCC Precalculus.

4 Credit Hours MVCC

Mathematics 12 - 1.0 Credit

This course is an integrated, technical math course that fulfills the third unit of math for students enrolled in a career and technical education program. This has been approved through Oneida-Madison-Herkimer BOCES by the New York State Education Department as being above Algebra I.

BUSINESS EDUCATION

MVCC Accounting I (AC110) - 1.0 Credit

This is a full-year course designed to cover each phase of the complete accounting cycle. Students will have the opportunity to complete both manual and computerized problems.

Topics include:

- Posting
- Ledger Accounts
- Journal Entries
- Accounts Receivable
- Accounts Payable

Final Assessments: MVCC Final Examination

3 Credit Hours MVCC

MVCC Computers and Society (IS 101) – 1 Credit

This MVCC course provides knowledge of relevant computer skills and a solid foundation in the terminology and concepts of computers. Experience is provided with a variety of microcomputer software applications, including word processing, electronic spreadsheets, graphics, file management, and integrated software. Concepts and terms focus on preparing for a technologically oriented society and using the computer as a tool for productivity, research and communication.

Final Assessments: Final Examination

3 Credit Hours MVCC

MVCC Personal Finance (BM 108) – 1.0 Credit

This course teaches the fundamentals of personal finance. Students learn how to create a financial plan, manage personal finances and reach personal finance goals. Topics include: establishment of financial objectives (home ownership, education, and retirement), budgeting and savings, personal income tax, investments (stocks, bonds, and mutual funds), insurance, retirement and estate planning. The effective management of credit is also covered.

Pre-requisite: NONE

3 Credit Hours MVCC

TECHNOLOGY EDUCATION

Design and Drawing for Production/IED I - 1.0 Credit

Students will study the design process as it applies to mass-produced items. Students will design and then create working drawings of objects for production. In the production phase students will create prototype solutions or working models for assembly lines production. Students will follow design activity briefs to solve practical, real life problems. Students will be introduced to design concepts of modeling in the vertical world of computer aided drawing and design.

Final Assessments: Final Examination

MVCC AutoCAD I - .5 Credit

This MVCC course covers the use of CAD software to prepare two dimensional engineering drawings. Emphasis is placed on the hardware, command entry, display, draw, editing, layers, plotting, settings, savings, dimensioning, and proto-drawing set-ups. Exposure to other software used in conjunction with AutoCAD is included.

Final Assessments: Final Examination

3 Credit Hours MVCC

MVCC AutoCAD II - .5 Credit

This MVCC course presents advanced AutoCAD software and concepts. The basics of menu customization, system setup and 3D techniques, presentation graphics, rendering, and solids modeling are stressed. It includes selected concepts and techniques that become available as a result of new software releases and refinements.

Final Assessments: Final Examination

Pre-requisite: MVCC AutoCAD

3 Credit Hours MVCC

ART EDUCATION

Studio in Fine Arts .5 Credit

Students will be introduced to and explore 2-dimensional and sculptural media. They will develop skills using various tools and materials and develop an appreciation for artwork of the past and present. This course will be offered on an every other day basis to accommodate students with diverse schedules.

Studio in Digital Arts .5 Credits

Students will be introduced to and explore photography, videography and graphic design. Visual communication will be emphasized as well as methods, strategies and techniques for creating original artwork. This course will be offered on an every other day basis to accommodate students with diverse schedules.

Drawing/Painting I/II 1 Credit

Students will be exposed to a wide range of drawing techniques using a multitude of drawing materials. The student will produce works from observational study of figure, still-life, landscape and media sources. Drawing, watercolor, acrylic, oil and print making processes will be introduced. Students will also have the opportunity to explore personal directions within the mediums of their choice. Level II students will be reintroduced to techniques and materials, as well as focusing on portfolio development and college admission in the art area.

MVCC FA 101 General Drawing .5 Credit

This course introduces the tools, media, and theory used in drawing for visual communication. Coursework includes both the study of fundamentals of perspective and the theory of light and shade, as well as survey a graphic representation. Classroom work consists of drawings that show line, value, tone, form, texture, space, and proportion.

MVCC FA 105 Foundation Design .5 Credit

This course introduces the visual elements and principles of design. Emphasis is placed on compositional concepts and the mastery of a visual language. Course projects explore a variety of media, processes, and techniques to provide a broad view of visual problem solving.

Sculpture/Pottery I/II 1 Credit

Students will have the opportunity to explore the medium of clay through multiple techniques. Students will receive instruction in pinch, slab, throwing and coiling techniques. Surface exploration like glaze, under glaze and slip will also be addressed. Students will also be introduced to additive and subtractive sculpture with clay, wood and rock. They will explore the functional and sculptural aspect of form. Level II students will expand techniques and explore self-directed problems. They will also produce a series for a college portfolio presentation.

Photography I/ II 1 Credit

Students will be exposed to photography as fine art as well as a medium intended to communicate and persuade. The focus is on understanding the technical, compositional, emotional and historical aspects of photography. This course focuses on understanding the basic operations and functions of digital cameras. Traditional black and white film developing, darkroom techniques and SLR camera operation will be introduced in the second year. Level II students will expand techniques and explore self-directed problems.

Graphics I/II 1 Credit

Students will be introduced to art intended to communicate information and influence the consumer. The focus is on studying and using typography and layout and design concepts applicable to creating 2D and 3D designs. Students will create illustrations, animations, photo manipulations and commercial artworks. Technical proficiency in the use of graphics software, knowledge of methodology of graphic design and demonstration of problem solving skills are emphasized. Level II students will concentrate on expanding their creativity and demonstrating personal growth.

MVCC GD110: Digital Design 1 Credit

A level II/III course focusing on the principles, techniques and technologies used to produce graphic design on the computer. The visual elements and language of graphic design are taught through the demonstration and mastery of programs and problem solving skills with an emphasis on expanding creativity and imagination and developing a professional-level portfolio.

Media Design Exploration 1 Credit (MVCC FA100 Creativity in Art)

A level III crossover course that blends fine and media arts. The course will be coordinated and taught jointly by high school instructors. The students will be required to have taken one digital and one fine art class previously. By combining technology and creative art, students can grow by expanding the possibilities of media and material with a focus on process. Careers in multimedia run a gamut from installation artists, designers, video and special effects artists.

PHYSICAL EDUCATION

P.E. is required for each year of attendance in school, 1/2 unit is awarded for successful participation in the course. Grade 9 includes required instruction in swimming. Grade 11 and 12 include some selection of a variety of activities.

Health - .5 Credit

Health is a required course for all students in order to graduate. It is strongly recommended that students take Health prior to their junior year. The focus on the class is to evaluate, develop and implement strategies for a healthier life. Projects are designed to encourage students to evaluate their healthy and unhealthy behaviors and make changes that will last a lifetime. Topics covered include wellness, stress management, nutrition, drugs, diseases, human sexuality, first aid and safety.

Final Assessments: Final Examination

Physical Education - .5 Credit

Course emphasis is on cardiovascular fitness through participation in lifetime, team and individual sports involvement. Team strategies and individual skills are taught with the successful completion of an aquatics experience required. Many options are available to students on an elective basis.

Lifeguarding - .5 Credit

Course content is directly taken from American Red Cross Lifeguarding Curriculum. Participation will require the purchase of textbooks and manuals which become the property of the student. Successful completion will result in receiving American Red Cross Lifeguarding certificate.

Pre-requisite: Successful completion of swim stroke development course, pass a swimming pretest evaluating breast stroke, elementary backstroke, sidestroke and front crawl.

MUSIC EDUCATION

The Holland Patent Music Department is committed to developing musical excellence in all students through a variety of musical activities. All students will be given every opportunity to develop their musical skills and talents through a 9-12 performance arts program as a participant in orchestra, band, and choral ensembles. The Holland Patent Music Department believes that every child is capable and will achieve musical success.

Orchestra - .5 Credit

Orchestra is made up of string students in grades 9-12. The orchestra performs a variety of music including classical, popular, and contemporary. Requirements include attendance at all performances and lessons. Grading is based on performance in orchestra rehearsals, concerts and a 10 week lessons test. The orchestra is level three ensemble performing at the Christmas, midwinter and spring concerts.

Symphonic Band - .5 Credit

Symphonic Band is open to all band students in grades 9-12. Performance repertoire includes classical, popular, and contemporary pieces. Requirements include attendance at all concerts and weekly lessons. Grading is based on participation and performance at concerts, rehearsals, and a 10 week lesson grade. The performance level is 3 & 4. The Symphonic Band performs at the Christmas, Mid-winter and spring concerts.

High School Select Chorus - .5 Credit

The High School Select Chorus is open to students in grades 10-12 by audition or teacher recommendation. Select chorus is an intermediate to advance group performing level 4 & 5 music. Students are given the opportunity to learn about composers and vocal development. Much emphasis is placed on solo work and development. Course grade is based on level of participation, achievement in group vocal lessons, solo and group performances, and written reports. The Select chorus performs at the Christmas, mid-winter, spring concert, and NYSSMA Majors festival.

High School Chorus - .5 Credit

The High School chorus is open to all students from grades 9-12. The chorus is an intermediate ensemble performing at level 3. Students are given the opportunity to study and perform standard classical repertoire as well as contemporary pieces. Course grade is based on level of participation, achievement in class lessons, solo and group performances, and written reports. Chorus members perform at the Christmas, mid-winter, and spring concerts. They also attend Majors festival for a rating and evaluation.

AP Music Theory - 1.0 Holland Patent Credit

AP Music Theory is a course designed to develop each student's comprehensive musicianship. To achieve this goal, various exercises including: listening, performance, writing, and analysis will develop each students aural, sight-singing, written, compositional, and analytical musical skills. Students will develop a fundamental understanding of the elements of music and apply these elements in practical forms. To deepen the students understanding, ear-training, sight singing, harmonic analysis, and listening exercises will be included to reinforce course topics. A wide variety of tonal music repertoire, from Baroque to modern day music, will be used to reinforce topics through, /a teacher-generated collection of repertoire is drawn from the Norton Anthology of Western Music, vols. 1-3/ It is intended that the knowledge gained from this course will be practically applied in the interpretive decisions you make as a performer, the critical choices you make as listeners, and the informed opinions you share with others. Students are eligible to receive 3 college credits through MVCC's HU 186 Music Appreciation class and an additional 3 based on their AP Music Theory exam score.

CHANGES IN SUBJECTS

School counselors have worked with each pupil and set up a program suitable for the individual student. Parents and students are consulted regarding individual student schedule changes. Schedules are provided to students on opening day. Students having schedule conflicts are contacted by the counseling staff prior to the opening of school to make necessary schedule decisions. These changes must be made by **September 1st each year**.

1. Each student must see the counselor for schedule changes.
2. Forms must be completed and signed by all persons concerned prior to the initiation of the new schedule. If there are questions or concerns, teachers should indicate these on the pre-schedule input sheet.

CLASS RANK

Final class rank for graduating seniors is computed at the end of the first semester in grade 12. It is calculated on all high school subjects taken for Carnegie credit during grades 9-12, as well as any high school subjects taken in the 8th grade. Averages are computed at the end of each school year using the final school grade multiplied by the course weight. The course weight has been pre-determined by the Board of Education.

Entering 9th graders in the 2013-14 school year and beyond:

The policy consists of the following: Five (5) points will be added for Advanced Placement (AP) classes and three (3) points will be added for dual credit college coursework to the final average for the purpose of graduation ranking only.

All students qualifying and electing to receive a diploma are considered part of the graduating class and will be included in the ranking process.

Students transferring into the district must complete their final two (2) years of secondary education at Holland Patent High School in order to be eligible for the positions of salutatorian and valedictorian. Such transfers will be ranked and are eligible for all other awards.

The students attaining the top two positions in final class rank will be designated as the valedictorian and salutatorian respectively. In the case of a numerical tie for either position, co-winners will be honored.

GRADUATING WITH DISTINCTION & HIGHEST DISTINCTION

Students who accumulate a final weighted GPA of 90.00 will graduate “with distinction.” Those who graduate with a GPA of 95.00 will graduate with “highest distinction.”

GRADUATION REQUIREMENTS

EXAMINATION REQUIREMENTS	Regents Diploma for all students		Regents Diploma via Appeal for all students		Local Diploma via Appeal for all students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners		
	REGENTS EXAM or passing score on a Department Approved Alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district	1	3 exams with a minimum score of 65 and 2 exams with a score of 60-64 for which an appeal has been granted by the district	1	55*	1	Either 4 exams with a minimum score of 65 and ELA with a score of 55-59, OR 3 exams with a minimum score of 65, and 1 exam with a score of 60-64 and ELA with a score of 55-59 for which an appeal has been granted by the district	
Math	1	65	1		1		1	55*	1		
Science	1	65	1		1		1	55^A	1		
Social Studies	1	65	1		1		1	55^A	1		
Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		55 ^A if Regents exam	1 or CDOS			
Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		Non Applicable		
Regents Diploma with Advanced Designation											
Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:											
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.										
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE										
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE										
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE										

*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See <http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf>

^In the event a student with a disability is unable to attain a passing score on this examination the student may seek a Superintendent’s Determination of a local diploma. See <http://www.p12.nysed.gov/specialied/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm>

NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO GRADE 9 STUDENTS FIRST ENTERING HIGH SCHOOL IN 2008-2015	
CREDIT REQUIREMENTS	Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation
	MINIMUM NUMBER OF CREDITS
English	4
Social Studies <i>Distributed as Follows:</i> U.S. History (1) Participation in Government (1/2) Economics (1/2) Other (2)	4
Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
Languages Other than English (LOTE)	1 ⁽¹⁾
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

⁽¹⁾Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP, but must still earn 22 units of credit to graduate

Notes:

1.) **Pathways** A student must either complete all the requirements for the CDOS Commencement Credential at <http://www.p12.nysed.gov/specialed/publications/2016-memos/cdos-graduation-pathway-option.html> ;

or

- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at: <http://www.p12.nysed.gov/cia/multiple-pathways/>
See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

Appeals:
Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cia/gradreq/Documents/CurrentAppealForm.pdf>

3.) **Special Endorsements:**
Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.
Mastery in Math and/or Science: A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.
Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

4.) **Transition to the Common Core Regents Assessments:**
ELA: Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.
Mathematics: In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitioncregents1113rev.pdf>

5.) **Students with disabilities who entered grade 9 prior to September 2011:**
Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examination may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

6.) **Languages other than English (LOTE) exempt students:**
Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

PROCEDURE TO OBTAIN HOMEWORK WHEN STUDENT IS ABSENT

Homework should be requested for unexpected absences of three or more days. Students are responsible for getting materials missed due to short instances or planned prolonged absences.

1. Requests are to be made through the school counselling (315-865-4102).
2. Homework should be requested by a parent or the student.
3. Counselors contact teachers to get assignments and get books from locker if necessary.
4. Parents should pick up or make arrangements for the materials to get home. Materials are available 24 hours after the request is made.
5. Teachers are informed of the expected duration of absence.

REPORT CARD MARKING SYSTEM

Each year is divided into four 10-week marking periods. The grade for that period represents the caliber of work produced by the student during that period of time. This grade includes homework, class participation, quiz grades, and test scores.

The final grade in a course is determined by using all four 10-week marking periods, the midterm and the final. The final exam and midterm are worth 10 percent each. The following formula is used:

$$2x(mp1+mp2+mp3+mp4) + \text{midterm} + \text{final} \div 10$$

for a semester course the final grade will be determined using the following formula $2x(mp1+mp2) + \text{final} \div 5$

All report card marks become part of the permanent record of each student. College admissions officers and employers are interested in these records as they consider students for admission or employment. Students should make every effort to maintain a record that reflects their potential.

REPORT CARDS/INTERIM PROGRESS REPORTS

Report cards are mailed to the home of each student at the conclusion of each marking period.

In addition, interim progress reports are mailed to parents at the half point of each 10-week marking period. Additionally, reports may be mailed out on a weekly basis as deemed appropriate by the classroom teacher. A special effort is made to contact parents at the mid-point of each marking period for students experiencing difficulty. Dates of all marking periods are included in the front of this handbook.

SUMMER SCHOOL REGISTRATION

Holland Patent participates in the BOCES Summer School Program. Students interested in attending summer school must contact the school counseling at Holland Patent Central School the week following exams in June. All registration forms must be completed at the home school. Summer school enrollment is restricted to course failure make up or remediation.

Summer school classes begin the first week in July. Registration dates are established by BOCES and must be complied with in order to guarantee inclusion in the program.

SUMMER REGENTS EXAMINATIONS

Students failing June Regents exams or those whose performances were unsatisfactory may retake the exam in August. Exams will be given at the BOCES summer school site on the dates designated by the State Education Department.

To be eligible to take summer exams, students must contact the high school the week after graduation so that exams can be ordered. All students are encouraged to receive tutoring or review independently prior to the exams.

Tutorial Credit

A student who has not achieved a passing final grade of 65 percent may, upon an administrator's approval, receive one unit of Carnegie credit by completing the following:

1. Attending an approved summer school or credit recovery program and successfully completing the course.
2. Receive 10 hours of approved tutoring, complete a pre-approved project and receive a passing grade on the course final examination.
3. Receive 10 hours of approved tutoring and retake and pass the course final examination. Credit is granted if the final grade is 65% or above when using the new final exam score.
4. Retake the Regents exam and re-average grades. Credit will be granted if 65% or above is achieved.

All of the plans noted above must have an administrator's approval.

Withdrawal From School

Any student who plans to withdraw from school for any reason, should follow this procedure: Obtain a withdrawal slip from his/her guidance counselor and then have the slip signed by:

1. School Counselor.
2. All teachers to whom he/she is assigned every period.
3. Librarian.
4. High school administrator.
5. High school nurse.

After these signatures have been obtained, return the slip to the counseling office. All books and fees must be accounted for before leaving. This is taken care of by the main office secretary. PE Attendance Policy

SECTION VII - HEALTH SERVICES

The functions of the school health services are to make sure each child is physically and emotionally ready to receive the benefits of education, to protect against the spread of contagious disease, to care for medical emergencies that might arise, and to consult with school administrators and teachers on health matters.

Students who are injured or become ill during the school day obtain a pass to the health office from their classroom teacher. Only during lunch or in an emergency may students report directly to the nurse. Students are responsible to make sure they are signed into the health office by the nurse. If the nurse is not present, students are to report to the main office.

All students who receive injuries during the school day or from school-related activities are to report the injury to the school nurse. In addition, they should report the injury to the teacher or activity supervisor at the time the injury is received. This is important for insurance purposes.

Emergency Information

At the beginning of each school year, students are asked to complete an Emergency Information Form. All forms must have telephone numbers that can be utilized in event of an emergency. This information is necessary so the school nurse knows whom to contact in an emergency. The responsibility for transporting a student in the event of illness or injury lies with the parent/guardian. Parents are asked to notify the school of any changes during the school year.

Health Examination

The Education Law requires that every child entering school for the first time and children in grades Pre-K, K, 1, 3, 5, 7, 9, and 11 have an annual health examination. You are encouraged to have your family physician give this health appraisal in his office with you present to discuss needed corrections. If your child visits your physician, you will be given a form for your physician to complete. You may also find the form on the HPCSD Website. It may be returned to the school with your child or by mail.

1. If a student is taken out of Physical Education for medical reasons, they are NOT allowed to participate in sports and may not be able to obtain working papers.

Health Rules and Regulations

No medications, including cough drops and aspirin, may be dispensed from the Health Office. This is prohibited by New York State Law. Students may receive medications during school hours provided parents make arrangements with the nurse.

If it is necessary that a child take medications during school hours, the parents must see that the following regulations of the State Education Department are observed:

1. **ALL MEDICATIONS** must be properly labeled in physician's or pharmacy containers.
2. **ALL MEDICATIONS** must be accompanied by a written request from the physician who prescribed the medications. This request must include the following:
 - a. Date of request.
 - b. Full name and address of physician and student.
 - c. Diagnosis.
 - d. Name of drug and dosage.
 - e. Effects of drug (good and otherwise).

3. Written request from parent asking that the medication be given. Parents are advised that:
 - a. No deviation from the physician's request can be made unless the physician makes the change in writing; e.g., dosage, etc.
 - b. Adequate supply of medication must be on hand. The school cannot have any prescription refilled.
 - c. In grades 6-12, the school nurse will supervise the administration of medication.
 - d. The medication will be kept in a locked cupboard in the health office.
 - e. Students may not carry any medication without the proper forms completed at the nurse's office.

Pupil Insurance Plan

A Pupil Insurance Plan furnishes medical, hospital, and dental service indemnity when accidental bodily injury is sustained by a student in a scheduled school-sponsored activity.

School insurance is a supplemental policy that pays after family insurance is exhausted (including major medical). IT WILL NOT NECESSARILY TAKE CARE OF ALL REMAINING BILLS, as there is a set schedule of maximum payment for each type of injury.

FAMILIES WITHOUT HEALTH INSURANCE MAY INCUR SUBSTANTIAL DEBT FOR MEDICAL CARE DUE TO INJURIES SUSTAINED WHILE PARTICIPATING IN SCHOOL ACTIVITIES. The school insurance program provides minimal reimbursement of medical expenses in these situations. **THE BALANCE BETWEEN SCHOOL INSURANCE REIMBURSEMENT AND THE ACTUAL BILL BECOMES THE RESPONSIBILITY OF THE FAMILY.**

Students must report any injury to the supervisor (teacher in charge) immediately and also to the school nurse so that an accident report can be completed.

All claims are to be filed first with the family and/or employer policy(ies). After final settlement, a completed Claim Affidavit of Attending Physician and Parent Information Sheet shall be returned to the school. Final date for submission of a claim to the insurance plan office shall be one year from the date of injury. Additional information can be obtained from the Business Office by calling (315) 865-7209.

SECTION VIII - EXTRACURRICULAR ACTIVITIES & GUIDELINES

Academic Eligibility Policy for Sports and Extracurricular Activities

Purpose:

1. Stress the priority of academics.
2. Provide a probationary time period for students deficient in grades to make up their deficiencies.
3. Set a minimum academic standard.
4. Provide assistance, guidance, and time to improve a student's academic standing.

Academic Eligibility Advisory Committee:

Building Administration
Athletic Director
Guidance Counselor
Coach
One Teacher

Eligibility evaluation dates are at the end of each five-week rating period and 10-week marking period.

Definitions:

1. Probation - failing two or more subjects in a five-week rating period.
2. Ineligible - failing two or more subjects in two consecutive five-week rating periods.

Policy:

1. To participate in sports or extracurricular activities, students are expected to maintain a passing grade in all subjects in which they are enrolled. Students are evaluated twice each marking period. The first evaluation occurs five weeks into a marking period, when the teacher will rate as pass or fail, and again at the completion of each marking period, when a grade will be given.
2. To remain academically eligible and not in a probationary or suspended status, students must not be failing two or more courses in which they are enrolled.
3. If two or more courses are evaluated as failing (below 65), a student is on probation after the first occurrence and ineligible after a second successive deficient evaluation.
4. Incomplete courses are considered as failures until they are removed.
5. Courses dropped (WF) are considered as a failure for one week, unless the principal approves movement from Regents level to non-Regents without penalty.
6. Students ending the school year on probation or ineligible will start the year on probation unless they have successfully passed the failed course through tutorial or summer school program.
7. Students starting the year on probation must circulate a petition that must be signed off by all teachers at the end of the first full week of school and continue on a weekly basis until eligibility is restored by a rating period.
8. TRYOUTS - Students are not denied the opportunity to try out for a team or activity due to eligibility status. During the school year, a grace period is allowed up to the posting of the final cut for a team or activity. Fall sports candidates are allowed to practice prior to the opening of school and then will be handled according to items seven and eight above.
9. If a student is on probation/ineligible and drops a course at any time during the semester, he/she will still be on probation/ineligible for the remainder of the five-week rating period.
10. VACATIONS - Students ineligible over a vacation period of five days or more may circulate an eligibility petition on their first day of return to school.

11. Students failing to meet eligibility guidelines are eligible to attend but not participate in home contests/activities but are not eligible to attend away contests/activities.
12. An administrator, after consulting with the academic eligibility committee, shall make all eligibility determinations in the event of possible extenuating circumstances.

Probation:

1. Following posting of the probation list, each identified student must circulate an eligibility petition to all teachers on the last day of the week (Friday.) The petition is then taken home over the weekend and signed off by a parent. Petitions must be submitted to the AD/AP the following Monday for approval.
 - a. All yes - Continue to practice and play.
 - b. Any no - Eligible to practice but cannot play for one week. Students may attend home contests but not away contests with their team.
 - c. Any student on the probation list must attend extra help in subjects he/she is struggling in. The extra help schedule is on the back of the petition and must be signed off by the teacher who he/she attends extra help with.
2. If a student chooses not to turn in the eligibility petition, he/she will be ineligible for the next week.

Ineligible:

1. Following posting of the ineligible list, each identified student is totally ineligible to practice or play the first week.
2. Starting with the second week, the same procedure as for probation is followed on a weekly basis.
3. Any unsatisfactory rating on the circulated eligibility form will result in the loss of eligibility to practice or play for one week. This includes attending a practice or contest with their team.
4. A student receiving a satisfactory rating in all subjects is eligible to practice or play for one week.
5. Each period of eligibility runs from Monday to the following Sunday.
6. If a student chooses not to turn in the eligibility petition, he/she will be ineligible for the next week.

NOTE: Eligibility is determined by the signature of teachers present in school on the last day of the week. Any absent teacher declares denial or approval of eligibility upon returning to work.

Eligibility List and Course Deficiencies

<i>Course Deficiency (Failing 1 class)</i>	<i>Probation (Failing 2 classes)</i>	<i>Ineligible (2nd consecutive time failing 2 classes)</i>
No mandatory restrictions	Must have pre-signed pass for LMC out of study hall for 5 weeks	Must have pre-signed pass for LMC out of study hall for 5 weeks
Teacher should recommend student for RSH if they feel necessary	1st week they are eligible for all extra-curricular activities	1st week they are <i>NOT ELIGIBLE</i> for any extra-curricular activities. Can become eligible after the first week if signed off by all teachers
	Must get signed off by all teachers for 5 weeks to remain eligible	Must get signed off by all teachers for 5 weeks to remain eligible
	Automatically go to RSH for one week	Automatically go to RSH for one week
	Must get signed by every teacher for 5 weeks to get out of RSH the following week	Must get signed by every teacher for 5 weeks to get out of RSH the following week

***** This list is generated every 5 weeks based on progress report and report card grades**

SPORTS

Athletics are an extremely important part of our extracurricular program. The athletic program at Holland Patent is designed to provide an opportunity for all girls and boys to participate in and enjoy the advantages of interscholastic competition. It is a privilege, not a right, extended to all students. Therefore, students who participate do so under the rules established by school officials, the board of education, the Board of Regents, and the New York State Public High School Athletic Association.

HOLLAND PATENT CENTRAL SCHOOL CODE OF CONDUCT AND ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

(Revised by Board of Education 6/6/07)

PHILOSOPHY

Participation in Holland Patent's athletic program is a privilege. Students who choose to participate have a responsibility to abide by a code of ethics, which will earn them the honor and support that participation and completion in the interscholastic program affords. Any conduct that results in dishonor to the athlete, the team, or the school will not be tolerated.

A firm and fair policy and enforcement are necessary to uphold the regulations and standards of the Athletic Department. The following are a list of rules and regulations governing the interscholastic sports program.

ELIGIBILITY

Any student enrolled in grades 7-12 in the Holland Patent School District who meets the guidelines of the New York State Public High School Athletic Association has the permission of his or her parent or guardian, and has passed the health examination administered by the school physicians may try out for participation on an interscholastic team.

In order to be eligible, the contestant must be a bona fide student of the high school represented and must be taking at least four subjects including physical education.

SCHOOL POLICIES

All school policies regarding attendance, academic eligibility, and code of conduct will be followed. Any suspension, either in school or out of school, results in the athlete being ineligible for practice or contest for at least the same period of time. In order to be eligible to practice or play in a scheduled contest on any particular day, the student/athlete must be in school before 10:00 a.m. with a legal excuse turned in to the school attendance officer. Legal excuses, for example, doctor and dentist appointments, are acceptable; however they will be checked for validity with parents.

SPORTSMANSHIP

Any athlete disqualified from an athletic contest for unsportsmanlike conduct shall not be permitted to participate in the next contest. In the event of a blatant act of unsportsmanlike behavior, the incident will be reviewed by the Athletic Board who may determine that the penalty could be increased up to 20 percent of regularly scheduled contests. All repeat offenders will automatically be referred to the Athletic Board.

CARE OF EQUIPMENT

The athlete assumes responsibility for all equipment that is issued to him/her. He/she is responsible for returning all such equipment in working order, barring normal wear and tear. Students are responsible for payment for any equipment that is lost, damaged, or destroyed. Until such equipment is returned or paid for, further athletic participation will not be allowed.

INDIVIDUAL COACHES' RULES

Coaches may establish additional rules and regulations with the approval of the athletic director for their respective sports. Rules pertaining to a particular sport must be given in writing by the coach to all team members and explained fully at the start of the season. Penalties for violation of team rules will also be in writing and shall be administered by the coach. Additional copies of coaches' team rules are on file in the athletic office. Repeat violations of these rules may be referred to the athletic board.

Boys' Sports

Alpine Ski (Varsity)
Baseball (Varsity, JV, Mod.)
Basketball (Varsity, JV, 7th & 8th Gr.)
Bowling (Varsity)
Cross Country (Varsity, Mod.)
Football (Varsity, JV, Mod.)
Golf (Varsity)
Lacrosse (Varsity, JV, Mod.)
Nordic Ski (Varsity, Mod.)
Soccer (Varsity, JV, Mod.)
Swimming (Varsity, Mod.)
Tennis (Varsity)
Track & Field (Varsity, Mod.)
Wrestling (Varsity, JV, Mod.)

Girls' Sports

Alpine Ski (Varsity)
Basketball (Varsity, JV, Mod.)
Bowling (Varsity)
Cheerleading - Fall (Varsity)
Cross Country (Varsity, Mod.)
Field Hockey (Varsity, JV, Mod.)
Golf (Varsity)
Nordic Ski (Varsity, Mod.)
Soccer (Varsity, JV, Mod.)
Softball (Varsity, JV, Mod.)
Swimming/Diving (Varsity, Mod.)
Tennis (Varsity)
Track & Field (Varsity, Mod.)
Volleyball (Varsity, JV, Mod.)

QUITTING TEAMS

There is a "cut period" for each athletic activity that is established by the individual coach (this "cut period" can go up to and include the first game), during which a player may voluntarily withdraw from a team by **conferring with the coach, stating his or her reason, and turning in all issued equipment.** No student athlete may quit a team without a meeting between the student athlete, parent and coach in consultation with building administration and athletic director.

TRAINING STANDARDS

The following prohibitions and penalties deal with students involved in athletics and pertain to the entire sports season; provided, however, that a student athlete may be disciplined for out-of-season, out of District conduct that (1) is a criminal offense, or (2) causes such adverse notoriety and is of such a nature that it has, in the judgment of the District, the potential to negatively impact the educational program and, unless addressed, to create the impression among other students that it is condoned by the District. In either of these events, the administration in consultation with the superintendent may impose such penalty as it deems appropriate under the circumstances.

CODE OF CONDUCT AND ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS

Prohibited Behaviors

1. Training Rules

- a. Consuming an alcoholic beverage at any time on or off campus except in a religious context. Alcoholic beverages shall mean and include but not be limited to alcohol, spirits, liquor, wine, beer and cider having alcoholic content.
- b. The use, possession, sale, or gift of any controlled substance including marijuana, or any instruments for the use of such substances such as a pipe, e-cigarette, syringe or other paraphernalia at any time. Exempted is any drug taken in accordance with the school's policy on medication.
- c. Smoking a cigarette, e-cigarette, paraphernalia, nicotine, cigar, pipe, or using chewing or smokeless tobacco at any time (use or possession).
- d. **Supplying alcohol or drugs to an individual, hosting a party at which drugs are present or alcohol is used by individuals under the age of 21, and/or attending a party where illegal drugs are present and being used or alcohol is present and being used by individuals under the age of 21 in which no reasonable efforts were made to leave said party. The onus is on the student to prove reasonable attempts were made to leave or not attend believing that alcohol or drugs were being served.**

2. Citizenship Standards

- a. Any act of fighting or violence, including those not covered by NYSPHSAA Section III rules.
- b. Any act of vandalism.
- c. Any act of criminal or illegal behavior.
- d. Any act of hazing.

3. Sportsmanship Rules

- a. Failure to adhere to the Universal Sportsmanship Standards, which include, but are not limited to:
 - a. Showing respect for the opponent at all times. Accept the responsibility and privilege of representing your school and community as a student athlete.
 - b. Showing respect for the officials at all times. Sportsmanship implies the willingness to accept and abide by the decisions of the officials.
 - c. Showing respect for the coaches at all times. Sportsmanship implies the willingness to comply with the reasonable directions of the coach.
 - d. Knowing, understanding and appreciating the rules of the contest. Sportsmanship suggests the importance of conforming to the spirit as well as the letter of the rules.
 - e. Maintaining self-control at all times. Play fair; accept defeat without complaint and victory without boasting.

Removal From Team

No student athlete may be removed from a team without a meeting between the student athlete, parent, and coach and in consultation with building administration and athletic director.

PENALTIES OF VIOLATION OF THE TRAINING RULES

The Athletic Director has the authority to discipline the athlete, or in the case of a serious situation, refer the matter to the Athletic Board. Prior to the imposition of any disciplinary action, every effort will be made by the Athletic Director to give the athlete, and/or the person in parental relation to the athlete, notice of the alleged violation, and must provide the student and person in parental relation with an opportunity to admit or deny the allegations, and to explain any circumstances surrounding the alleged violation. The athletic board shall make a decision regarding whether a violation has been committed by the student athlete. When a violation occurs, the following penalty shall be imposed:

First Offense: Suspension from participation for a minimum of 20 percent of the regularly scheduled contests. Suspension will include post-season contests, if the terms of the suspension are not met during the regularly scheduled season. In addition, the athlete must attend all team practices, team meetings, and contests while on suspension. The athlete must sit on the bench in street clothes for all interscholastic contests during athletic suspension. Athletes under suspension are still considered team members. Failure to meet the requirements will result in dismissal for the remainder of the sports season.

Second Offense: Suspension from participation for a minimum of 50 percent of the regularly scheduled contests. Suspension will include post-season contests, if the terms of the suspension are not met during the regularly scheduled season. The athlete will have a hearing before the Athletic Board. The student athlete may be dismissed from the team to which he/she is presently a member. The student athlete will forfeit all awards, honors, and post-season recognition. If an athlete violates the regulations at the end of the season, the remaining percentage of the suspension will carry over to the next sport season in which he/she may participate. Any athlete that has a second violation and carryover penalty into the next season can try out and be required to practice with the team. However, the athlete will not be able to play until the penalty is served.

Additional Offenses: Three or more time offenders shall be referred to the athletic board for a hearing, and will be subject to the discretion of the Board regarding suspension or dismissal from all athletic programs for the next three sports seasons if found guilty.

(The Code of Conduct will cover all other offenses not outlined by this policy.) Any report of incidents of possible violations of the athletic code will result in an investigation by the athletic director in consultation with the administration.

VIOLATION PROCEDURE

Violations of training regulations must be reported to the Athletic Director by professional staff, including coaches, and other representatives of the Holland Patent Central School District for investigation. Parents of an athlete, athletes, members of law enforcement agencies, or community members may also report violations for investigation.

THE ATHLETIC BOARD

The athletic board is comprised of the Principal and/or Assistant Principal, Athletic Director, a coach, and a non-coaching teacher appointed by the principal. The athletic board is responsible for conducting hearings regarding any alleged violation of training regulations, that is at least a second offense. First offense situations may be brought to the athletic board for a hearing if it is judged to be of a serious nature by the Athletic Director in consultation with the administrator. The coach of the sport will be afforded the opportunity to meet with the hearing board.

HEARING PROCEDURES

1. Prior to the hearing, the athlete and parent or guardian to that athlete is notified in writing of the allegation and potential disciplinary action.
2. The athlete and parent or guardian has the opportunity to be present at the hearing, and is given the opportunity to discuss the facts and evidence underlying the proposed action with the athletic board. The athlete will be given the opportunity to admit or deny the accusation and explain any circumstances surrounding the alleged conduct pertinent to his/her defense.

ATHLETIC BOARD DECISION

1. The athletic board bases its decision on more than suspicion that the alleged act was committed. The decision is based on certified evidence.
2. The decision of the athletic board is made in writing, specifying the evidence upon which the decision was made and the extent of the disciplinary measure to be imposed.

APPEALS

1. Decisions of the athletic director may be appealed by the athlete, parent, or coach to the athletic board within 10 days. The appeal must be made in writing, and must request an athletic board hearing. The athletic board then provides a hearing. The athletic board has the authority to uphold, rescind, or modify the penalty imposed by the athletic director. The appeal decision is based on a majority rule of the athletic board and will be made in writing, specifying the reasons and circumstances upon which the decision was based.
2. Decisions of the athletic board may be appealed by the athlete, parent, or coach to the superintendent of Holland Patent Central Schools. The appeal must be in writing and submitted within five days of the decision. The superintendent shall have the authority to uphold, rescind, or modify the penalty imposed by the athletic board. The superintendent of schools' decision is made in writing, specifying the basis for the decision. Decisions may be appealed to the board of education.
3. Appeals shall not delay imposition of penalties.

INSURANCE

Students must report any injury to the coach immediately. The coach should begin an accident report and submit it for the nurse to sign. If this report is not made out, no claims may be filed with the insurance company. The insurance company must receive this report within 30 days of the injury.

The school insurance policy pays after the family's insurance is exhausted (including major medical). IT WILL NOT BE NECESSARY TO TAKE CARE OF ALL REMAINING BILLS as there is a set schedule of maximum payments for each type of injury.

FAMILIES WITHOUT HEALTH INSURANCE MAY INCUR SUBSTANTIAL DEBT FOR MEDICAL CARE DUE TO INJURIES SUSTAINED WHILE PARTICIPATING IN ATHLETICS. The school insurance program provides minimal reimbursement for medical expenses in these situations. THE BALANCE BETWEEN SCHOOL INSURANCE REIMBURSEMENT AND THE ACTUAL BILL BECOMES THE RESPONSIBILITY OF THE FAMILY.

WARNING

Participation by a student in athletic activities involves some degree of risk for injury. Such injury could occur in non-contact as well as contact sports. By volunteering to participate in athletic activities, students and their parents assume the risk that injury could occur.

Athletes must adhere to the rules and regulations of their sport, follow their coaches instructions, and wear properly fitted equipment for the activities engaged in at all times.

STUDENTS STAYING AFTER SCHOOL

Students are expected to remain on school property when staying after school hours for practices or athletic competition. If students leave school property, they do so at their own risk, and the school district assumes NO responsibility to supervise them.

BEHAVIOR AT SCHOOL EVENTS

Students are expected to behave in an appropriate manner at all athletic and other school events. If student behavior is unacceptable to a faculty supervisor, the student will be told to leave and will be subject to further disciplinary action. This may include forfeiting the privilege of attending any future contests or events.

RULES FOR ATTENDANCE AT HOME ATHLETIC EVENTS

The following rules are in effect for all games:

1. Proper sportsmanship and courtesy are to be exhibited at all times.
2. Elementary students (grades five and below) are not allowed into the games unless accompanied by a parent or responsible adult.
3. Remain in seats while the game is in progress. Students are not allowed to leave the gym except during halftime or between games.
4. Do not stand in doorways or loiter in corridors while the game is being played.
5. No student is to be on the basketball court during halftime, between games, or after the varsity game.
6. Students must obtain permission to leave the building or they will not be readmitted. The need to leave must be a necessity.
7. No beverages are allowed in the gym. Deposit refuse in the proper receptacles provided.
8. There are to be no alcoholic beverages on the school grounds.
9. All spectators should be out of the building 15 minutes after the end of the varsity game. (Arrangements for pick-up should be made in advance.)
10. Students are to display good behavior and good sportsmanship.
11. The use of artificial noisemakers is not allowed for indoor sports.
12. Confetti is not to be thrown.
13. Failure to abide by the rules results in the loss of the privilege to attend events.

PE ATTENDANCE POLICY

- Students are expected to be in class on a daily basis.
- If the student is absent from school they will be allowed two (2) absences in each ten (10) week marking period.
- Any absentees beyond the two (2) must be made up within the ten (10) week marking period or the student will not receive credit for the class.
- If a student is absent during the last week of the marking period and it is their third absence or more, they will be given one (1) week to make up the class (es)

ON TIME/ LATE TO CLASS

- Students must have entered into the gymnasium or locker room doors at or before the four (4) minute bell.
- Student must have a signed pass if later than the passing bell.
- Students are expected to change and participate in the class activity if time allows.
- The student will be given six (6) minutes to change and to be actively participating in the bell ringer activity.
- If a student is late, they are unable to receive full credit for the class.

DRESS CODE

- Supportive athletic sneakers are REQUIRED*
- Recommended Attire... (students are expected to change for physical education class)
 1. Athletic shorts or sweats
 2. Short/long sleeve T-shirt or sweat top that covers the entire torso from the point of the shoulders to below the waist band of the shorts
 3. Athletic sweatbands, wristbands are allowed
 4. During the aquatic (swim) unit appropriate swim wear is required*
 5. No bandanas or hats allowed (hats may be worn when class is held outside)
 6. NO direct or implied references towards drugs, alcohol, tobacco or sexual activities may be made on any article of clothing
 7. NO school issued uniforms/equipment may be worn in physical education class
 8. Sleeveless t-shirts- that are not ripped down the side or a tank top

JEWELRY RULE

For the safety of all students, it is recommended that all jewelry be removed for class participation. Watches, rings, and dangling or loose fitting jewelry must be removed. Each student is responsible for the safety and security of their own jewelry. If the student refuses to comply with the above options, they will be marked as unprepared.

UNPREPARED CLASSES

- Student is unprepared when they do not comply with the dress code or jewelry rule.
- Students have the opportunity to make up unprepared classes before the completion of the 10 week marking period. If a student is unprepared during the last week of the marking period they have one (1) week to make up the class.
- If any unprepared class is not made up, the student will not receive credit for that class.
- Students must participate in PE class to be eligible for school sports participation.

MAKE-UP CLASSES

- Students may make up classes by joining another PE class during their study hall with prior PE teacher approval. If a student cannot make up the class during the school day they may attend a scheduled after school make up.
- Students may not make up classes that the student chooses to not participate in. If the student chooses not to participate, the student will not receive any credit for that class. Those students with extenuating circumstances will be dealt with on an individual basis.

STUDENT ACTIVITIES

There are several clubs and organizations to which students may belong in addition to the boys' and girls' athletic teams. We urge students to participate in as many clubs and organizations as they reasonably can without damaging their academic work. These activities are positive ways for young people to grow and provide a useful way to invest time, thought, and energy. Clubs, organizations, and athletics are held after school or in the evening.

Advisor	Activity
Mrs. Morgan/Mrs. Guerrero	Yearbook
Mrs. Guerrero/Ms.Mancari	International Club
Ms. Lisa Szot	National Honor Society
Mr. R. Szarek	Student Government
Mr. Ritzel/Mr. China	Knightly Players
Mrs. West	Global Gourmet
Ms.Roberts	The Voice (School Paper)
Mr.Donatelli	Students Against Destructive Decisions
Mr. Smith	STEM Club
Mr. Richard and Mr. Reilley	Varsity Club

NATIONAL HONOR SOCIETY

Sponsored by the National Association of Secondary School Principals, the National Honor Society exists at Holland Patent to create an enthusiasm for scholarship, stimulate a desire to render service, promote worthy leadership, and encourage the development of character.

Each active member is required to be involved in two service projects per year with the chapter. In the past, such projects have included hosting Bloodmobile visits, distributing food to the needy, peer tutoring, and other school and community related activities.

Candidates for membership shall have spent at least one year in the Holland Patent Central School, with the exception of a foreign exchange student, and must be at least a junior or a senior. Candidates eligible for selection must have a cumulative standard average of not less than 88.00. Cumulative averages are multi-year and are determined at the conclusion of each school year.

Students who meet the stated academic requirement may submit data concerning their service, leadership, and character to the Faculty Council for evaluation. This data is reviewed and qualified candidates will be notified in writing of their election to the society. Students are reviewed once per year.

Failure to maintain the academic standards of the Society will result in disciplinary action as outlined in chapter by-laws.

I, _____ have read the Holland Patent High School Handbook for the 2019-2020 school year and have reviewed it with my child _____ . We are familiar with the school rules and policies and understand all possible discipline that can result from any infractions.

Parent Signature

Parent Print

Student Signature

Student Print