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Mr. Donnelly  
Mr. Rockwell

Interim Secondary Principal  
Assistant Principal

# TAMARAC SECONDARY SCHOOL

## STUDENT HANDBOOK

GRADES 9-12

**2019-2020**

NAME \_\_\_\_\_

**TAMARAC SECONDARY SCHOOL STUDENT  
HANDBOOK  
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TO: ALL SECONDARY SCHOOL STUDENTS (Grade 9 - 12)

FROM: Interim Secondary Principal

DATE: September 2019

SUBJECT: STUDENT HANDBOOKS

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The contents of this Handbook are intended to familiarize you and your parents with pertinent policies, regulations, practices and laws regarding various aspects of the high school program. Please take it home to share with your parents. It is your responsibility to become familiar with the contents.

Just a reminder, Federal and State Laws, as well as Board of Education policy, prohibits smoking anywhere on school grounds at all times. (This includes school buses and sports fields.) **Students are permitted to carry cell phones; however, they must be turned off during school hours. If students violate this rule, the cell phone may be confiscated by any member of the school staff. Cell phones can only be used when administration deems necessary in an emergency.**

**All Board of Education Policies referenced in this handbook may be found on our website at [www.brunswickcsd.org](http://www.brunswickcsd.org) or in the main office.**

If you or your parents have any questions or concerns with the contents of this handbook, teachers, counselors, and administrators will be glad to discuss them with you.

**BRUNSWICK CENTRAL SCHOOL DISTRICT  
TAMARAC HIGH SCHOOL**  
3992 NY 2, Troy, New York 12180  
(518) 279-4600 ext. 2402 or 2403 - FAX (518) 279-3888

**BELL SCHEDULE**

WARNING BELL.....	7:26 AM
PERIOD 1.....	7:30 - 8:15
PERIOD 2.....	8:18 -8:59
PERIOD 3.....	9:02 – 9:43
PERIOD 4.....	9:46 – 10:27
PERIOD 5 (LUNCH).....	10:30 – 11:11
PERIOD 6 (LUNCH).....	11:14 – 11:55
PERIOD 7 (LUNCH).....	11:58 -12:39 PM
PERIOD 8.....	12:42 – 1:23
PERIOD 9.....	1:26 – 2:11

**VOTEC SCHEDULE**

<b>Morning</b>
<b>8:40 – 11:00 AM</b>
(Bus leaves Tamarac at 8:15 A M)
<b>Afternoon</b>
<b>12:00 - 2:30 PM</b>
(Bus leaves at 11:30 AM)

**TWO HOUR DELAYED OPENING SCHEDULE**

WARNING BELL.....	9:26 AM
PERIOD 1.....	9:30 – 10:01
PERIOD 2.....	10:04 – 10:32
PERIOD 3.....	10:35 – 11:03
PERIOD 4.....	11:06 – 11:34
PERIOD 5 (LUNCH).....	11:37 – 12:05 PM
PERIOD 6 (LUNCH).....	12:08 – 12:36
PERIOD 7 (LUNCH).....	12:39 - 1:07
PERIOD 8.....	1:10 - 1:38
PERIOD 9.....	1:41 - 2:11

Note: Vocational School Dismissal Times to be announced.  
\*NO MORNING VOTEC - TRANSPORTATION IS NOT PROVIDED.

All afternoon bus departure and/or pick up schedules will be on a regular schedule. If school is closed early, all events, games, practices, etc. will be cancelled.

**HALF DAY SCHEDULE**

WARNING.....	7:26 AM
PERIOD 1.....	7:30 – 7:50
PERIOD 2.....	7:53 – 8:10
PERIOD 3.....	8:13 - 8:30
PERIOD 4.....	8:33 - 8:50
PERIOD 5 (LUNCH).....	8:53 - 9:10
PERIOD 6 (LUNCH).....	9:13 - 9:30
PERIOD 7 (LUNCH).....	9:33 – 9:50
PERIOD 8.....	9:53 – 10:10
PERIOD 9.....	10:13 – 10:32

**ALMA MATER**

Mid the rolling hills of Brunswick,

with the sky so blue;

There stands our honored Alma Mater,

stirring sight to view.

For strength and knowledge gained from thee,

our loyal banners fly;

We proudly raise the Red and White,

all praise to Tam'rac High

-Robert Claus

**Tamarac High School**  
**Parent/Guardian and Spectator Code of Conduct**

*The essential elements of character building and ethics in athletics are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of athletics is achieved when competition reflects these "six pillars of character".*

Therefore while attending home and away events:

1. I will refrain from coaching my child or other players during games and practices.
2. I will respect the officials and their authority during games.
3. I will never question, discuss or confront coaches at the game field, and will take time to speak to coaches at an agreed upon time and place.
4. I will remember that student athletes participate to have fun and that the game is for youth, not adults.
5. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game or his or her performance.
6. I will require my child treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, sex or ability.
7. I will promote the emotional and physical well being of the student athletes ahead of any personal desire I may have for my own child to win.
8. I will not encourage any behaviors or practices that would endanger the health and well being of the student athletes.
9. I will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, officials, and spectators at every game, practice or sporting event.
10. I will not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent such as booing and taunting; refusing to shake hands; or using profane language or gestures.
11. I understand that any violation of this code of conduct may be cause for dismissal, suspension or permanent expulsion from future athletic contest(s).

**The school district will take the appropriate steps listed below if administrative consequences are necessary, (One or more of the violations may be applied)**

1. Verbal warning issued and documented by a game official, chaperone and/or school official.
2. If behavior continues suspension or immediate ejection from the sports event will be issued by a game official, chaperone and/or school official.
3. The Athletic Advisement Committee (or its designees) will meet to determine whether anyone suspended or ejected may attend future athletic events. The offender(s) will have an opportunity to meet with the Athletic Advisement Committee. The following actions may be taken by the committee:
  - a. The initial suspension or ejection is an adequate consequence. The incident is documented and any violations of the Code of Conduct in the future will have more severe consequences.
  - b. Suspension from multiple sports events (home and/or away). Any misconduct during or after the suspension may cause the Athletic Advisement Committee (or its designees) to pursue Action C.
  - c. Season suspension or multiple season suspension issued with approval from the Board of Education.

## 5695 USE OF PERSONAL ELECTRONIC DEVICES

The Board of Education recognizes that there are personal electronic devices that have educational applications such as tablets, e-readers, calculators, voice recorders, digital cameras and music listening devices. In some instances a "smart phone" may include applications that permit these functions. These devices shall be allowed to be used in classrooms if the following criteria are met:

- The user has successfully registered the device with the district, in accordance with district procedures.
- For the student user, the teacher has authorized use of personal devices either in their classroom generally or for a particular exercise.
- The user uses the personal device to access the Internet or authorized applications through the district's network, under the terms of policy 4526, Computer Use in Instruction.
- The user takes full responsibility for his/her device and keeps it with him/herself at all times. The District shall not be liable for the loss, damage, misuse, theft or loss of data of any personal electronic device brought to school. Personal electronic devices are brought to the school at the user's own risk.
- The user is responsible for the proper care of their personal electronic device. The school will not provide technical support for any such personal electronic device.
- Personal electronic devices shall be properly charged prior to bringing them to school and shall be capable of running off their own battery while at school.
- Students are not permitted to use any personal electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in discipline including but not limited to suspension, criminal charges, and expulsion.
- Students should only use their personal electronic devices to access relevant educationally related files. They are not to make personal calls, text messages, emails or electronically communicate with others, including other students, parents, guardians, friends, and family, from their personal electronic device during class time.
- Personal electronic devices will connect to the guest wireless network. Use of 3G and 4G wireless connections is not allowed. No user shall establish a private, ad hoc, or peer-to-peer network using personal technology. This includes technology equipped to provide a wireless hot spot.
- Permitted use of electronic device is at the discretion of the instructor.

In emergency situations, exceptions to the prohibition personal electronic devices may be granted by teachers or administrators.

Misuse by students of any of these electronic devices will result in its confiscation until the end of the school day, as outlined in the code of conduct. Some uses of personal electronic devices may constitute a violation of the school district code of conduct and in some instances, the law. The school district will cooperate with law enforcement officials as appropriate.

### Cellular Telephones and Testing

In order to ensure the integrity of testing, in accordance with state guidelines, students are not allowed to bring cell phones or other electronic devices into classrooms or other exam locations during finals and state assessments.

Test proctors, monitors and school officials shall have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them for the duration of the test taking time. Admission to the test will be prohibited to any student who has a cell phone or other electronic device in their possession and does not relinquish it.

Students with individualized education plans (IEPs), 504 Plans, or documentation from a medical practitioner that specifically requires the use of an electronic device may do so as specified.



## **Our Schools are Learning Environments that are Threat Free**

**To establish and maintain safe and secure schools, we will each:  
care for ourselves extend care to others take care of our school**

**THREAT** – An explicit or implied demonstration or declaration of intent to inflict harm, punishment, injury, loss, or death on an individual; an express or implied indication that violence, injury, loss, or pain will be inflicted on another.

- A. Any student, who receives a threat or hears or observes one being made, shall immediately notify a member of the staff, faculty, or administration.
- B. Any member of the staff or faculty who is informed of, or hears or observes a threat on another, or who receives a threat, shall immediately notify the building administrator.
- C. Any building administrator who is informed of a threat, or hears or observes a threat on another, or who receives a threat, will conduct an immediate and thorough investigation of the matter. This will include conferences with those alleging that a threat was made and the individual(s) who allegedly made such threat.
- D. If after such investigation, it appears reasonably certain that the allegation is true; the building administrator will immediately consult with the school guidance counselor, psychologist, social worker and/or child study team. These consultations may lead the building administrator to contact county agencies, including those concerned with mental health, social services and child protection. If necessary, arrangements will be made for an emergency mental health evaluation.
- E. The building administrator will call the parents or guardians of all the students involved in the incident.
- F. Unless otherwise required by law, school district policy or as a reasonable and prudent response to an imminent threat to health and safety, the building administrator will consult with the Superintendent as to whether law enforcement officials should be contacted.
- G. The behavior of a student found to have made a threat will be addressed in accordance with the school code of conduct. If the student behavior is not proscribed by the code of conduct, the building administrator or superintendent will take reasonable measures to provide an appropriate school response to the behavior consistent with federal, state and local due process requirements.

\*\*Students should report any concerns about safety to an adult even if uncertain. Students play an essential role in keeping their school safe. Harassment and bullying can escalate into serious violence. Students must refrain from this type of behavior. Individual differences and diversity can contribute to the strength of our school and should be accepted.

### **Students With Disabilities**

As specified by New York State Education Law and the Commissioner's Regulations, a continuum of program alternatives is available to meet the varied needs of students with disabilities who reside in New York. For more information regarding the referral and evaluation of students suspected of having a disability, please refer to New York State's [\*A Parent's Guide to Special Education\*](#) or contact Rochelle Hoot Director of Special Education, at 279-4600 x2702.

## CASTLE LEARNING

We are pleased to announce that our school has access to **Castle Learning Online (CLO)**. It is a wonderful, web-based resource that allows your child to review **Mathematics, Science, Social Studies, English, and Foreign Languages** from any device that is connected to the internet!

Your child can use CLO throughout the school year:

- to **complete assignments** from their teachers
- to **create their own** self-generated review sessions
- to **prepare** for upcoming quizzes, tests and end of year state assessments
- to **practice** vocabulary, math, grammar and listening skills
- at home, school or the local library -- **anywhere with internet access** – even their iPhones, iPads & Android Smartphones!!

A Castle Learning Online student account with a Login ID and Password has been set up for your child. Ask your child to show you how easy it is to access Castle Learning Online!

### **To get started:**

1. Go to [www.castlelearning.com](http://www.castlelearning.com)
2. Enter your child's CLO login ID and password\* and click the **Sign in** button. \***Note:** If your child has not set a password, leave the password field blank for the first time and click **Sign In**. Then, follow the steps to create a password.
3. Assignments from teachers will appear near the top of the page under the section labeled **Your Classes**.
4. To generate an assignment without a teacher, select a **Course** to review in the middle of the **Student Home Page** and click the **GO** button. Once the screen refreshes your child can create an activity or review completed work.

### **Castle Learning Online Activities:**

- Create Short Answer sessions with access to thousands of questions in the course database.
- Work on assignments, which are sessions designed by the teacher.
- Browse through the extensive vocabulary for the course or work on the vocabulary flash card activity.
- Guided essay writing, DBQ, and constructed response activities are available in selected Castle Learning Online courses.
- An activity can be interrupted at any time and continued at a later time.

Should you have any questions, please contact us: (800) 345-7606 ext. 2 or [support@castlelearning.com](mailto:support@castlelearning.com) We look forward to helping you! --*Castle Learning Online*

## **Student Access How to Guide**

### **To Access Your Student Account:**

1. Go to [www.castlelearning.com](http://www.castlelearning.com)
2. Login ID: (your teacher will provide you with an ID or contact Castle Learning for your Log in info)
  - o **NOTE:** Email cannot be used as an ID until a profile is created by the student with email address
3. Enter your Password and click the Sign In button

#### **o NOTE: First Time Users:**

- Skip the password field (**ONLY** if you are a first time user) and click the **Sign In** button
- Follow the steps to create a password and set up your profile
- Once logged in, the account is the same for all courses

### **To Complete Assignments From Your Teachers:**

1. Notice **Incomplete Assignments** next to your teacher's name
2. Click on the teacher's name
3. Under the section **Incomplete Assignments**, click on the course
4. Click the blue date or assignment description

**NOTE:** You can review the vocabulary (Flash Cards) associated with the assignment by clicking the sun icon before starting the assignment.

### **To Create Assignments on Your Own:**

1. From the middle of the Student Home Page, under the **Courses** section, select a course from a drop down menu

and click **Go**

o **Review** – similar to assignments teachers create

Click **Sessions That You Create Yourself**

Click **Create a New Short Answer Session** or **Create a New Session from the Other Units**

**NOTE: Create a New Short Answer Session From a Sample Assignment** are typically sample state exams or pre-planned unit/section assignments

Click the + next to the Unit then check the box next to the desired Section(s) to practice

Scroll to the bottom of the page and select **Number of Questions**

Click **Start the Session**

**NOTE:** If some questions are not applicable to your current level, you can skip a question by clicking on the next question number. Be sure to retry if you get a question wrong.

o **Vocabulary Review** – look up vocabulary words alphabetically

o **Skill Review** – Math Drills - available only with Math, Elementary and Intermediate Math Courses

o **Flash Cards** – similar to vocabulary, except they are grouped by topic

### Student Reference Card Signing

#### **Signing In**

To sign into *Castle Learning Online*™:

1. Go to [castlelearning.com](http://castlelearning.com).

2. Enter your *Castle Learning Online* Student ID into the *ID* field.

3. Enter your *Castle Learning Online* password into the *Password* field. The **Student Home** page displays. *Note: See your Teacher if you do not have a Student ID and/or password.*

#### **Getting Started**

- Obtain help anytime while using *Castle Learning Online* by clicking **HELP** located in the upper right corner of each page.
- Be sure to use *Castle Learning Online*'s navigation buttons located in the upper right corner of each *Castle Learning Online* page or associated links on each page for navigation purpose; NEVER use your browser's **Back** or **Forward** buttons.
- When working on a shared computer (such as one found at school), it is important to log out of *Castle Learning Online* when done so no one else uses your account. To sign out of *Castle Learning Online*, click **HOME** to redisplay the **Student Home** page, then click **LOGOUT** to redisplay the **Sign In** page.

#### **Using the Home Page**

##### **Viewing Study Tips**

The first time you sign into *Castle Learning Online* on any given day, a study tip of the day from Professor Bill automatically displays in a pop-up window. Click the Close link to close the pop-up window or click **NEXT TIP** to view additional tips.

*Note: The only exception to this is when you have disabled this option in your student profile.*

##### **Managing Your Profile**

We encourage you to look at your profile periodically to verify that your e-mail address is up-to-date as e-mail addresses frequently change. To view and update your profile, click the Profile link on the **Student Home** page.

*Note: The forget/auto e-mail feature will not work if your e-mail address is not current.*

##### **Returning to the Home Page**

Click **HOME** to redisplay the **Student Home** page. **HOME** is located in the upper right corner of each *Castle Learning Online* page.

##### **Using the Activity Pages**

## Accessing Castle Learning Online Activities by Class

The primary method for accessing *Castle Learning Online* activities is by selecting a teacher's class. The *Your Classes* section of the *Student Home* page displays the name of each teacher's class, along with any **Incomplete Assignment Alerts**. These alerts notify you of classes where one or more assignments assigned by your teacher need to be completed. A scroll bar is provided for scrolling through the list in the event there are more than five classes. Upon clicking a Class link, *Castle Learning Online* displays a *Class Activities* page. To access an activity:

1. Click the desired Class link in the *Your Classes* section of the *Student Home* page. The *Class Activities* page displays and consists of two sections – an *Incomplete Assignments* section for listing all your incomplete assignments from a specific teacher and a *Course Activities* section for selecting a course-related activity.
2. View an incomplete assignment by clicking the activity link associated with the desired course. A *Class Assignments* page associated with the selected activity displays. OR Work with a specific course activity by selecting the desired course from the *Course* drop-down menu and clicking the appropriate course activity link. The *Course Activity* page for the selected course activity displays: **Short Answer, Vocabulary Review, Flash Cards, Constructed Response Review, DBQs, Essay Review, Critical Essays, Skills Review, Reference Tables, or Grammar Review.**

## Accessing Castle Learning Online Activities by Course

The *Courses* section of the *Student Home* page provides you with direct access to a wide variety of course activities in Mathematics, Science, Social Studies, and English & Foreign Languages. To access an activity:

1. Decide which subject category you wish to study: Mathematics, Science, Social Studies, or English & Foreign Languages.
2. Select an individual course of study using the *Course* drop-down menu. For Example: Algebra.
3. Click **GO** to display the *Course Activity* page for the selected course of study.
4. Select one of the following activities depending on the course studied: Short Answer, Vocabulary Review, Flash Cards, Constructed Response Review, DBQs, Essay Review, Critical Essays, Skills Review, Reference Tables, or Grammar Review.

## Using the Short Answer Review

### Overview

The *Short Assignments* page allows you to select from the following Short Answer Activity features:

- **Assignments From Your Teacher** – This allows you to access and complete short answer assignments for the selected course.
- **Sessions That You Create Yourself** – This allows you to create your own review sessions.
- **View Cumulative Progress Report** – This allows you to view a progress report for all sessions in this course.

## Working with an Existing Session

### Overview

*Castle Learning Online* tracks your progress through both Teacher –Assigned and Self-Generated sessions. By default, you may view the last 50 self-generated sessions. However, if there are more than 50 sessions, then you have the option of viewing all. Each session includes:

- *Date*, which indicates the date the session was created.
- *Description*, which is the description given to each assignment session when your teacher created it.
- *Teacher*, which is the name of the teacher.

- *Date Due*, which, if not blank, is the last date that the assignment can be accessed.
- *Questions*, which indicates the number of questions in the session.
- *Correct*, which is the number of questions that you have answered correctly so far
- *Incorrect*, which is the number of questions that you have answered incorrectly so far.
- *Score*, which is the score for your session if you finished answering the questions; or a notation indicating whether the session is "incomplete" or "not started."
- *Flash Card()* for viewing vocabulary flash cards related to this session. Flash Cards are not available for assignments designated by your teacher as in "Quiz Mode".
- *Report ()* for reviewing your progress for a specific session.

### ***Reviewing Completed Sessions***

Review the questions and answers in a completed session, or pick up where you left off in an incomplete session by clicking the Date Assigned link for the desired session.

### ***Reviewing Progress Report for a Specific Session***

Review a progress report for a specific session by clicking the *Report* icon ().

### ***Reviewing and Printing a Cumulative Progress Report***

Clicking the View Cumulative Progress Report link on the *Short Answer Activity* page displays the ***Cumulative Progress Report*** page, which displays statistics accumulated from multiple sessions for the selected course. Since this report gathers statistics for a selected time period, a drop-down list is provided for selecting a specific time period for the reporting purposes. Each *Cumulative Progress Report* includes the following information:

- The overall totals, including the score expressed as a percentage, the number of questions answered correctly, and the number of questions answered incorrectly. The score is also presented as a bar graph, in which a passing grade (65% or more) is shown as a blue bar and a failing score (under 65%) is shown in **red**.
- A breakdown of the totals by unit, including the score, the number correct, and the number incorrect. Units are further broken down by section.
- A breakdown of the totals by Theme.
- A breakdown of the totals by Difficulty Level.
- A breakdown of the totals by Question Attribute.

When no data displays in the *Cumulative Progress Report* for a particular unit, section, theme, difficulty level or attribute, no questions were answered from that category. If some sessions include questions from courses other than the selected course, then the report includes a separate section for each course.

You may also print a copy of the *Cumulative Progress Report* by clicking the Printer Friendly link. This report displays in a separate window in a format more suitable for printing. Click the Print link at the top-right to print the report; click the Close link; and then click the Back to Short Answer Review Page upon completion.

### ***Naming Sessions***

Rename an existing session or name a new session by entering the desired name into the description field and clicking the *Update* icon () next to the new name.

### **Creating Your Own Short Answer Sessions**

*Note: To make the best use of your Castle Learning Online visit, look at the progress reports from previous visits. They will help you pinpoint what areas you need to review.*

Create a new session by clicking the Create a New Short Answer Session link. Selection criteria allow you to target your review to specific course areas. It also allows you to set the length and the name of

your study session. For English & Foreign Languages courses with a Critical Reading Unit, click the provided link for selecting questions. You may optionally select an entire Reading Set consisting of a reading passage, short answer questions, and, in some cases, directions for an essay to write.

## **Working with Assignments and Student-Generated Sessions**

### ***Overview***

The **Question** page presents various questions selected by your teacher or randomly selected from the database matching your selection criteria. Divided into sections, this page consists of a Question Area, an Answer Selection Area, a Header, a Question List, and a Reference Table Area.

### ***Answering Questions***

Read the question carefully. For multiple-choice questions, click the radio button for your answer selection then click **ACCEPT OR** for fill-in questions, enter your response at the prompt then click **ACCEPT**. When a question is answered correctly, a check displays (). Read the *Reason* provided for an explanation. When a question is answered incorrectly, an displays. Read the *Hint* provided; click the vocabulary links; then try again. When a question is answered correctly on the second try, displays.

### ***Reviewing Question Properties***

All questions presented in your study session match the selection criteria defined when you created the new question and answer session. The Properties link (in the header area) displays a window summarizing the classification information for the question you are reviewing. *Castle Learning Online* assigns a unique question identification number or ID for each question in a course. Also listed are the unit, theme, and difficulty level associated with this question.

### ***Viewing the Next Question***

View the next question by clicking **NEXT**. You may also interrupt your session at any time by clicking **BACK**.

### ***Interpreting Assignment Modes***

Your teacher has the option of setting an operating mode for your assignment sessions. These modes affect how you interact with the questions during a session. The four assignment modes are:

- *Open* – Allows you to answer all questions; obtain feedback as you answer questions; and review previously answered questions. Sessions you create yourself are always in "Open" mode.
- *Lock* – Prevents you from accessing the session. Teachers may lock an assignment so you can only access questions at specific times.
- *Quiz* – Allows you to answer questions without feedback. When in this mode, you cannot review questions you have already answered. Teachers may set this mode to use the assignment as a quiz or test.
- *Review A Quiz* – Allows you to review questions you previously answered. You cannot, however, access questions you have not answered. Teachers may use this mode when the assignment was a quiz or test and they don't want your score changed by answering previously unanswered questions.

## **Vocabulary Review**

For selected courses, view vocabulary by clicking the Vocabulary Review link. Look up important vocabulary terms by selecting the portion of the database you want to explore from the alphabetic links on the **View Vocabulary for Course** page then click the link associated with the desired word to display the definition for the word. Click the Back to Activities page link to return to the **Activities** page.

## Flash Cards

For a quick review of vocabulary terms for selected courses, click the Flash Cards link. The *Flash Card Activity* page displays one of two tables:

- A table of flash cards your teacher created for you. This table **will not** display if your teacher has not assigned flash cards to you.
- A table of flash cards for each unit within a course.

To use the flash cards:

1. Click on the unit to select the flash card category. Vocabulary terms related to the selected unit display one at a time.
2. Think about the term's definition.
3. Click **VIEW DEFINITION** to display the full definition of the term.
4. Click **NEXT** when ready to view another vocabulary term. Vocabulary terms display in a different sequence each time. If you review all the vocabulary terms, then the sequence repeats itself.
5. Click **BACK** at the top to exit this activity.

## Constructed Response Review

### Overview

For selected courses, the *Constructed Response Review* page displays two options:

- *Assignments from your Teacher* – Allows you to work on Constructed Response assignments assigned by your teacher.
- *Select Questions* – Allows you to work on your choice of Constructed Response questions.

*Note: Your teacher has the option of restricting access so only assigned questions may be viewed.*

### Working on Assignments from Your Teacher

The *Constructed Response Assignments* page displays a table of assignments containing constructed response questions. Click the Date Assigned link to access the assignment.

### Answering Constructed Response Questions

This page allows you to answer the constructed response questions associated with the selected assignment. The left side shows all of the available questions by number. If the teacher has assigned points for individual questions, the points display next to the question number in brackets.

- A **light blue dot** indicates you have started to answer the question, have saved it, but are not finished with it yet.
- A **dark blue dot** indicates you have completed your answer to the question.
- **No dot** indicates you have not started to answer the question.

The main part of the page displays the question. If you have not finalized your answer, then a text box displays, allowing you to type an answer.

*Note: The size of the text box informs you of the desired length of your answer.*

Click **SAVE** to save what you typed and to continue working on your answer, either now or later, **OR** click **SAVE AS FINAL** to save then display information about your answer. In this case, you cannot modify your answer.

*Note: Your teacher sets an assignment mode for the assignment. See above for descriptions.* If your teacher wrote a comment for you, click **ASSIGNMENT COMMENTS FROM YOUR TEACHER** to display your teacher's comments.

## Selecting Constructed Response Questions

The table on the *Constructed Response Activity* page displays each unit containing constructed response questions. Click the appropriate unit name to work on the constructed response questions for that unit. If you change your mind and want to select a different activity for this course, click **BACK** to return to the *Activities* page. You may end your *Castle Learning Online* visit at any time by clicking **HOME**.

## DBQs

Global History & Geography and US History & Government courses include document-based questions (DBQs). This is an assigned-only activity. When available for the course you are working on, click the DBQ Review link to display the *DBQ Review* page. From this page, you may answer document-based questions, which require you to type one or more sentences. After answering a question, *Castle Learning Online* allows you to view content of a good answer. Your teacher may score the questions and provide comments

## Essay Review

### Overview

For selected courses, access the Essay Review activity by clicking the Essay Review link on the *Activities* page. *Castle Learning Online* presents you with an essay question and guides you through the steps of composing your answer. To review an essay, select the desired assistance level to define how much guidance you want *Castle Learning Online* to provide. Then select the essay theme to determine the essay to work on. Lastly; click **HOME** to return to the *Student Home* page at any time, or click **BACK** to return to the *Activities* page to select a different activity for this course.

### Selecting an Assistance Level

*Castle Learning Online* offers three levels of assistance or "hints" for writing essay answers. From the drop down list you may select from:

- *Unassisted* – provides limited assistance in the form of very general hints for writing the various essay components.
- *Moderately Assisted* – provides general hints for writing, along with some specific hints such as a list of points or relevant phrases to "jog" your memory on the essay topic.
- *Fully Assisted* – provides general hints for writing, along with very specific hints given on the topic. Often provided hints are in the form of complete sentences.

Select the level of assistance you need for writing the essay. When you print out the essay or e-mail it to your teacher, the assistance level is noted.

### Selecting an Essay Theme

The name of each *Castle Learning Online* essay reflects the theme of the essay question. Select which essay you want to write by clicking on one of the names in the list. The *Essay Directions* page displays for the selected essay topic.

### Critical Essays

For selected courses, access the Critical Essay activity by clicking the Critical Essay link on the *Activities* page. *Castle Learning Online* presents you with a list of available essay questions. Click the appropriate description link to view the instructions for a specific essay question in a separate pop-up window. Be sure to read the instructions carefully before writing your essay on paper or on a computer. Upon completing the essay, follow your teacher's instructions.



### **Skill Review**

For selected courses, a Skill Review activity provides an unlimited number of randomly generated, short answer questions covering a wide variety of math skills. Skills are divided into three difficulty levels: *basic*, *intermediate*, and *advanced*. To use Skill Review:

1. Use the *Difficulty Level* drop-down box to select the desired level.
2. Select the specific skill to work with by selecting a skill for one of the displayed units.
3. Click **GO**.
4. Select "-all skills-" if you wish to review skills for the entire unit. In this activity, you have one chance to answer each question. After answering a question, *Castle Learning Online* informs you as to whether you are correct or incorrect, with the correct answer displaying.
5. Click the View Skills Report link (below the list of skills) to display a report similar in format to the Question and Answer Cumulative Report. It shows the number of skill review questions you have answered correctly and incorrectly for each unit, skill, and difficulty level.

### **Reference Tables**

For selected courses, Reference Tables are provided, which may be viewed by clicking the Reference Tables link on the *Questions* page.

### **Grammar Review**

For selected courses, the Grammar Review Lessons Activity provides you with a series of Grammar mini-lessons. To work on a grammar set, click the Description link of the desired set and review the lesson. As an alternative, create a Short Answer session with questions relating to the lesson. Then review the lesson while working on the questions.

# A. Academic Requirements/Placements/Scheduling

## 1. Graduation Requirements

### **DIPLOMA REQUIREMENTS INCLUDE:**

- A. Completion of the following specific minimum course requirements:
  - English ..... 4 Units
  - Social Studies..... 4 Units
  - Mathematics ..... 3 Units
  - Science ..... 3 Units
  - Fine Art..... 1 Unit
  - Foreign Language ..... 1 Unit\*
  - Health Education..... ½ Unit
  - Physical Education (1/2 unit each year) ..... 2 Units

Physical Education must be taken each semester while attending high school, per state guidelines.

\*Students must pass 7th grade, 8th grade, and the final exam at the end of 8th grade in order to receive the one mandatory high school credit needed for graduation. An alternative path to meeting the requirement is the successful completion of a 9th grade, level one Language Other Than English (LOTE) course. College bound students are strongly encouraged to complete 3 units (4 years) of LOTE study.

- B. Completion of a minimum of 22 units of credits

### C. **TESTING REQUIREMENTS**

**Successful completion of the following Regents Examinations:**

#### **Regents Diploma**

Comprehensive English  
Algebra Regents  
1 Regents Science Exam  
Global History & Geography  
U.S. History & Government

#### **Regents Diploma with Advanced Designation**

Comprehensive English  
Algebra, Geometry & Algebra II/Trigonometry  
2 Regents Science Exams  
Global History & Geography  
U.S. History & Government  
Foreign Language

All high school students must take a minimum of 6 academic courses, not including PE, lab or lunch. Students may be allowed to choose electives to complete their schedule. Every effort is made to include as many elective options as possible.

2. **Academic Eligibility:** Academic Eligibility is determined by the grades a student earns in all courses. If a student receives a failing grade in two or more courses, the student has not met the academic standard, and may not be allowed to participate in or attend athletic games, practices or other school activities (sporting events, non-educational field trips, community service projects, dances, etc.). A grade of 64 or below is considered failing. Interim course grades at the five (5) week mark of each marking period and **quarter course grades** the student earns at the end of each marking period in all classes will be used to determine if the academic standard has been met. This policy applies to all students in grade 6-12.

With the first occurrence the student will be placed on academic probation for five (5) weeks. A student on academic probation may fully participate in all extra curricular activities. During this time a student on academic probation **must** meet with his/her teacher(s) with the goal of showing improvement in his/her failing classes. For this improvement to be assessed, the student is required to meet with each of the teachers of the class he/she is failing at least once every five days during this ten school day period. A student who fails to meet with his/her teacher within five days becomes academically ineligible (see below).

Academic eligibility does carry over from the end of one school year to the first 5 weeks of the next school year. If a student is determined to be academically ineligible at the end of the school year, they will be placed on academic probation for the 1<sup>st</sup> 5 weeks of school, and will be expected to be current with all school work and to be passing all of their new classes until the 1<sup>st</sup> interim marking period grades are available; all of their teachers will have to sign off on a contact sheet weekly. If a student is not meeting these standards, the student becomes academically ineligible (see below). A student will only be placed on academic probation once while in Middle School and once while in High School, except when placed on probation at the beginning of the school year; this may happen more than once during a student's attendance at Tamarac.

With all subsequent occurrences, the student will be academically ineligible for the next five weeks or until the next interim grades or quarter grades are distributed. If a student is academically ineligible, he/she may not participate in any extracurricular activities for a period of ten school days after becoming academically ineligible. During this time, an academically ineligible student is **strongly encouraged** to meet with his/her teacher(s) with the goal of showing improvement in his/her failing classes. For this improvement to be assessed, the student is required to meet with each of the teachers of the class he/she is failing at least once every five days during this ten school day period. Contact sheets to document the meetings with his/her teachers will be available to each academically ineligible student and can be picked up by an academically ineligible student in the Main Office. When this obligation has been met and the contact sheet has been returned to the Building Principal, the student will be allowed to return to and participate in sports practices and/or school club meetings. He/She may not participate in sports games or other club activities until the next interim grades or quarter grades indicate that the student is now academically eligible. If a student does not initiate contact with his/her teachers or fulfill the expectation of meeting with the teacher(s) of the classes he/she is failing during this ten school day period, he/she will not be able to participate in or attend athletic games, practices or other school activities until the next interim grades or quarter grades indicate that the student is academically eligible.

Summer school grades will not be considered for eligibility purposes. Students new to our school district will not have his/her academic eligibility assessed until he/she has attended our school for five weeks.

The academic eligibility policy is applied at the discretion of the building principal.

This policy reflects the common goals of sustaining academic achievement while participating in extracurricular activities.

**3. Grade Placement** According to Tamarac High School Policy and New York State Education Department Guidelines, students are promoted to the next grade level based on the number of credits achieved. The requirements for each grade level are outlined below:

- a. Grade 10, a student must have earned at least 5.5 credits
- b. Grade 11, a student must have earned at least 11 credits
- c. Grade 12, a student must be scheduled to meet all graduation requirements within the current school year.

**4. High School Course Selection and Completion** All high school students are expected to carry a minimum course load of six classes per semester, excluding Physical Education and laboratory courses. All course selections must be made by students and are considered final by July 1 of each year.

The high school principal may determine that a schedule change occur may occur after July 1. In making such determination the principal shall consider and balance the following factors:

- A. The extraordinary nature of the circumstances concerning the proposed schedule change.
- B. The impact on the student's graduation / sequence requirements and plans beyond high school.
- C. The impact on the minimum requirement of six courses exclusive of physical education and 1 laboratory classes.

- D. The current and past academic performance in terms of effort and achievement of the student making such request.
- E. Teacher and counselor recommendations concerning such request.
- F. The position of the parents / guardian of the student.
- G. Impact on class size, District contractual obligations and education of other students.

5. **Auditing Elective Classes**

- A. It is recognized that when the schedule allows, a student may wish to “audit” a course to gain information about a subject.
- B. Auditing courses may be permitted upon the completion of the application and approval of the teacher, counselor, principal and parent.
- C. Upon completion and submission of the application, the student agrees to the following
  - 1. To attend classes
  - 2. To complete class assignments/projects
  - 3. To take all tests/quizzes
  - 4. That no credit will be given
  - 5. That the course being audited will NOT be considered when determining honor roll, class rank etc.
  - 6. That auditing status will change to failing status if the student fails to comply with 1-3 above.

Application to audit a course must be made to the Counseling Center within the first five (5) weeks of the course. See your counselor for an application.

- 6. **Course “Doubling Up”**- Students may not “double up” on failed courses until their senior year of high school.
- 7. **Plagiarism** - Plagiarism is using another’s work and claiming as one’s own. Plagiarism has a standard penalty of a zero on the assignment; however, the teacher may permit the student to complete an alternate assignment for partial credit. Additional consequences may occur at the discretion of administration. We strongly encourage students to ask their teachers for clarification or guidance if there is any doubt when completing an assignment. Also, the school library’s web page has examples on how to correctly cite pieces of writing. Ignorance of plagiarism will not be accepted as an excuse. If plagiarism occurs in a college level course, please refer to the course syllabus or classroom teacher for clarification and explanations. Differing standards regarding plagiarism may exist in University in the High School courses.

B. **Attendance Policies and Procedures**

1. **Academic Attendance Policy (See Brunswick C.S.D. Policy) - High School:**

Make up work will be permitted for excused absences as long as students make arrangements with teachers no later than two days after returning to school. Excused absences will not be calculated into the attendance formula, provided that all make-up work is performed in a timely manner. The following procedures are in place to respond to unexcused absences. Band lessons, school concerts, field trips and other school sanctioned events are other examples of excused absences. For unexcused absences (truancy: the willful violation by a student of the compulsory attendance law), make-up work will generally not be offered.

**Academic Attendance Policy - High School**

- a. 7 days absent – letter to parents and attendance data reported to building principal. Letter sent to parent of student in half-year courses with warning that course credit is in jeopardy.
- b. 12 days absent – letter sent to parent with warning that course credit is in jeopardy and that District may file PINS petition if student is under 18 years of age.
- c. 20 days absent – letter to parent that student will lose credit for course consistent with the section below. District may file PINS on or about the 21<sup>st</sup> day of absence if student is under 18 years of age.
- d. Unexcused tardiness and absences will also subject a student to the range of penalties specified in the District Code of Conduct for each building level.

### Course Credit:

1. Cumulative absences in excess of twenty (20) periods of instruction for a full-year course will render a student ineligible to earn credit for the course or school year ("20" is reduced to "10" periods for ½ year courses). Students must make arrangements to make up work with the appropriate teacher(s) within two (2) school days of the cessation of the absence. Students who are ineligible for course credit due to excessive absenteeism will not be eligible to sit for exams.

### 2. Student Attendance

- a. Students who are returning to school after an absence **MUST** either report directly to the Nurse's office with a written excuse or send the note to the nurse.
- b. Students who arrive to school late must report to Mrs. Perfetti, sign in and receive a pass to class that will be dated and timed according to the date and time of arrival at school.
- c. Students arriving to school late and without a legal excuse (3 times) will serve lunch detention. The student will receive after school detention for every three subsequent illegal tardies.
- d. Students calling in ahead of time to report lateness will have 24 hours to provide a written excuse.
- e. Students who are absent or leave school due to illness are not eligible to attend after-school events or activities that date. Exceptions are for those participating in Music Department concerts.

### 3. Senior Late Arrival

Late Arrival is a privilege for seniors. Seniors who are assigned a study hall 1<sup>st</sup> period may elect to arrive at school in time for their 2<sup>nd</sup> period class, which is at 8:19 AM. No schedules will be changed to allow seniors to have late arrival. The plan for senior late arrival is straightforward. If you choose to sign up for late arrival you should plan to arrive at school just before the beginning of second period, which begins at 8:18 AM. **Students with late arrival may not come in during 1st period and hang out. Senior Lounge is not open during period 1.** If you do not have transportation to come in late, please do not request late arrival until you do. No student class schedules will be changed to allow seniors to have late arrival. Choosing to arrive late to school does not guarantee you a parking space on school grounds.

Remember, this is a privilege and the rules for this plan must be followed:

- You must enter through the main entrance only and sign in with Mrs. Perfetti.
- **You must wait in the main lobby until the end of 1<sup>st</sup> period. You cannot be anywhere else in the building until the bell at the end of 1<sup>st</sup> period**
- If you are late, you will accrue tardies to school and be treated like anyone else who is tardy to the normal start of school. **If you accrue 6 unexcused tardies, you will be assigned to a study hall for the remainder of the semester, and your late arrival will be rescinded.**
- You must be passing your classes. **Seniors on the ineligible list are expected to arrive for period 1 and will be assigned to a study hall and your late arrival will be rescinded.**
- You are responsible to know information given out during homeroom. Information that you would have normally received will be available at the main entrance or outside the Counseling Center.

4. Truancy - Truancy is the willful violation by a student of the compulsory attendance law, which requires compulsory age students (17 years and under) to attend school full-time.

5. Early Dismissal – Sign in/Sign Out Procedures - Students and parents are encouraged to schedule appointments after school hours. However, if students are to be excused for doctors' appointments, they are to report to the Office with a note **PRIOR TO FIRST PERIOD**. Parent or guardian telephone numbers **MUST** appear on the request for early dismissal. (Early Dismissal presumes that the student will not be returning the same day.)

Permission will be issued after presentation of a written excuse signed by parents and approved by the principal. Students who will be leaving early are listed on the morning bulletin. **These requests must be**

**handed in at the front desk upon the students' arrival at school in the morning - prior to first period.**

All students need to sign-out with the Mrs. Perfetti BEFORE LEAVING THE BUILDING.

C. Board of Education Policies

1. **Smoke Free Policy** (See Brunswick C.S.D. Policy) This policy can be accessed at:

[http://www.brunswickcsd.org/BOE/district\\_policies.asp](http://www.brunswickcsd.org/BOE/district_policies.asp)

2. **Tobacco, Drug and Alcohol Abuse Policy** (See Brunswick C.S.D. Policy) This policy can be accessed

at: [http://www.brunswickcsd.org/BOE/district\\_policies.asp](http://www.brunswickcsd.org/BOE/district_policies.asp)

A. The use of alcoholic beverages, illegal drugs or drugs used illegally is not permitted in the school, on school property, or at school sponsored activities. This includes riding to and from school or school functions. Any alcohol or substance in the possession of a student or their belongings will also be considered a violation. Students found in violation will:

1. Be referred to the administration.
2. Be immediately suspended from school.
3. A parent/guardian conference will be requested.

B. The student and parents/guardian will be referred to a Social Worker or to a substance program in the community.

1. If the referral is made to the Social Worker, the student will meet at least three (3) times and the parents at least once with the Social Worker.

- A. Appropriate release forms will be obtained.
- B. A status report will be made to the principal as to whether continued services are needed, the nature of the evaluation will be confidential.

2. If a student is referred to a community agency, the student (and parents/guardian) will arrange for an appointment.

- A. Appropriate release forms will be obtained.
- B. A status report would be made to the Social Worker and to the principal; the nature of the contact would be confidential.

C. Students cannot attend classes or school functions under the influence of alcohol or other drugs. The parents/guardian will be called immediately and will remove the student from the school or school function. The student will be suspended and will be subject to the procedures outlined above. No hearing or discussion will be attempted while a student is under the influence.

D. Should a student not participate with the Social Worker as outlined above and/or his or her parents/guardians refuse to sign the counseling agreement, the matter will be referred for a Superintendent's Hearing and possible suspension or expulsion from school.

E. Should a student violate any of the above a second time, he/she may become subject to a Superintendent's hearing and possible suspension or expulsion from school.

3. **Harassment Policy** (See Brunswick C.S.D. Policy) This policy can be accessed at:

[http://www.brunswickcsd.org/BOE/district\\_policies.asp](http://www.brunswickcsd.org/BOE/district_policies.asp)

4. **Dangerous Weapons in School** (See Brunswick C.S.D. Policy) This policy can be accessed at:

[http://www.brunswickcsd.org/BOE/district\\_policies.asp](http://www.brunswickcsd.org/BOE/district_policies.asp)

D. **Student Conduct and Behavioral Expectations**

1. **Classroom Behaviors** - (Minimum Requirements)

- a. Be in your seat and ready to work by the time the bell rings at the beginning of class.
- b. Bring all necessary materials to class. Put away all unrelated materials.
- c. All remarks should be focused upon what is being discussed in class.
- d. Hands should be raised before speaking.
- e. Keep hands, feet, and possessions to yourself.

- f. Be RESPECTFUL TO OTHERS.
- g. No profanity.
- h. No food/drink without special permission.
- i. Work on developing a good work ethic.

2. **Extracurricular Activities**

- a. The Board of Education of the Brunswick Central School District recognizes the importance of the extracurricular life of the school and supports the concept of a diverse extracurricular program to enable each student to achieve full potential. The Board supports the assignment of staff for the formation of student groups for any of the following purposes:
  - 1. Developing academic interests.
  - 2. Developing athletic interests.
  - 3. Providing for social interaction and the development of positive social relationships.
  - 4. Developing understanding of the responsibilities and characteristics of good citizenship.

Students participating in such activities do so as representatives of the District. Their conduct is expected to be exemplary. Participation in extracurricular activities is elective and a privilege. It is not an entitlement. Student participation or involvement in activities that reflect poorly on the District or its schools or are in violation of the student code of conduct may result in suspension of such privilege.

- b. Students are required to maintain academic eligibility in order to participate in extracurricular activities. Please refer to the Academic Eligibility policy on page 11 of this handbook.
- c. If a student chooses to leave school illegally or cuts a class, that student will not be eligible to attend or participate in any interscholastic sports contest or practicing in any after school activity or function on that day. If the infraction is discovered at a later date, the consequences will be applied at that time.
- d. Any student receiving 5 or more periods of in school suspension is ineligible to participate in any interscholastic sports contest or practice, extracurricular activities, or functions on that day.
- e. For additional information regarding sports eligibility, see the Athletic Handbook for clarification.

3. **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 helping students develop an understanding of appropriate appearance in the school setting. A student’s dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

- a. Be safe, appropriate and not disrupt or interfere with the educational process.
- b. Recognize that extremely brief, inappropriate, revealing or distracting garments such as tube tops, net tops, plunging necklines (front and/or back and/or side) short shorts, skirts, and see-through garments are not appropriate.
- c. Ensure that underwear is completely covered with outer clothing.
- d. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- e. Shirts must have seams that fully cover the student’s torso. No sleeveless shirts are allowed that expose a student’s body.
- f. Not include the wearing of hats/ hoods or other head garments/ coverings in the classroom or hallway except for a medical or religious purpose.
- g. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
- h. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- i. 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 helping students develop an understanding of appropriate appearance in the school setting.

4. **Cafeteria** - Students are expected to arrive and leave on time. **ONLY** pre-signed passes or Library passes will be honored during lunch times. Students are expected to behave appropriately and to clean up after themselves by leaving tables clean and depositing waste in the containers provided. Students should also pick up the floor area. Throwing food **WILL NOT BE TOLERATED**. Food should not be taken out of the cafeteria without appropriate permission. CHORD Policy applies to all students in the cafeteria during lunch period.
5. **Computer Network Rules and Code of Conduct**- As a computer user, students agree to follow the rules and code of ethics explained below:
  - a. Students will use the school's computer for educational purposes only.
  - b. Students will respect school property. I will not steal, deface, or vandalize school equipment.
  - c. Students will not disturb others while working on school computers.
  - d. Students will not view, send, or display offensive messages or pictures.
  - e. Students will not make unauthorized copies of software found on school computers and recognize that software is protected by copyright law.
  - f. Students will not attempt to gain unauthorized access to programs or to the network.
  - g. Students will not use anyone else's password or file.
  - h. Students will not download or save information on the hard drives of any school computer without the classroom instructor's permission.
  - i. Students understand that the following penalties will apply if they are found in violation of district computer policies:
    - First offense: Student logoff; referral and warning.
    - Second offense: Student logoff; referral and loss of computer privileges for two weeks.
    - Third offense: Student logoff; referral and loss of computer privileges for the rest of the year.
6. **Fire Drills/Lockdown Drills** - New York State Education Law requires a certain number of fire drills and lockdown drills during the fall and spring. At these times, students are asked to refrain from talking, to exit the building in an orderly manner, and to follow the directions given by the staff.
7. **Hats/ Hoods/ Head Garments or Coverings** - are **NOT** allowed to be worn in the hallways or classrooms after 7:30 AM or before 2:11 PM, except for religious or medical purposes.
8. **Homework** - Requests for homework assignments should be made by **PARENTS** for students who anticipate being absent from school two (2) or more days. Assignments may be picked up the day following the request at 2:15 in the Counseling Center. **Students absent one (1) day are advised to contact a classmate or check teacher's websites for assignments.**
9. **Lockers/Locks** - Students may go to lockers upon arrival to school, between classes and at the end of the last period. However, all students are expected to be on time for classes after going to their lockers. Each student is assigned a locker and a lock. He/She is responsible for the contents of that locker and should not share the locker with other students. **ONLY SCHOOL LOCKS** may be used on lockers since school officials specially key them for access. Students are responsible for locks, which cost \$5.10 each. The school is not responsible for items missing from lockers. Student lockers are school property and remain at all times under the control of the schools.

**SCHOOL AUTHORITIES MAY CONDUCT PERIODIC INSPECTION OF LOCKERS FOR ANY REASON, AT ANY TIME, WITHOUT NOTICE, WITHOUT STUDENT CONSENT, AND WITHOUT A SEARCH WARRANT.**



10. **Lunch Periods** - Since July 1, 1995, all public schools are required to schedule a reasonable time each day for full day students to eat lunch, unless a lunch waiver is completed. Students are not allowed to purchase food or be in the cafeteria when they are not scheduled to be there.

11. **Parking** - Permission to drive to school is at the Principal's discretion. At the beginning of the school year, **seniors only will be eligible for consideration**. Juniors may be considered for parking if spots are available. Students who are allowed to drive vehicles to school may park in assigned spots only. Parking permits are given out on a first-come first-served basis. Students are NOT to use areas set aside for Faculty or Visitor parking. The Building Principal is empowered to suspend these privileges. Students are not permitted to go to vehicles during the day without permission of the Building Principal or his/her designee. Upon reasonable grounds, a student may be required to open the vehicle without relinquishing his/her rights under the Fourth Amendment.

**Parking Rules**

1. Student may drive only the car requested on this form.
2. Student **MUST** ride alone. Exceptions to this rule require written permission from parent(s) or guardian(s).
3. Student is **REQUIRED TO BE ON TIME** for all classes. If a student with parking privileges has 4 unexcused tardies to school, he/she will lose parking privileges for two weeks. If a student with parking privileges has 6 unexcused tardies to school, he/she will lose parking privileges for one month. If a student with parking privileges has 8 unexcused tardies to school, he/she will lose parking privileges for the rest of his/her high school career.
4. Student must adhere to safe driving procedures. (Observing speed limits, no screeching tires, etc.)
5. Student must not leave parking lot while buses are loading (red lights on) unless directed to do so by an adult staff member.
6. Student must be in good academic standing. If a student is determined to be academically ineligible, he/she will lose parking privileges until he/she becomes academically eligible. Please refer to earlier guidelines regarding Academic Eligibility.
7. Registration, insurance, and license information must be up-to-date and on file in the HS Office.

Students who fail to follow parking/driving regulations (e.g. Speed limit) may have their driving privilege taken away. It is illegal to pass a stopped school bus. The State of New York and Brunswick Court takes this very seriously. A conviction will result in a fine of up to \$500 and five (5) points charged to your motor vehicle record. A student who continues to drive to school when his/her driving privilege has been taken away will be considered insubordinate. Likewise, students who park in other than designated areas will be considered insubordinate and the vehicles will be towed.

12. **The Pledge of Allegiance** - Students are encouraged to stand and either say the pledge or remain silent during this time. There should be NO talking at this time.

13. **Regents Examination Guidelines**

a. Before the examination begins, students should be advised of the following:

As of July 31<sup>st</sup>, 2012, students are prohibited from bringing the following devices into any site where a New York State assessment, including Regents Exams, Regents Competency Tests, Grades 3-8 Tests in English Language Arts and Mathematics, Grades 4 and 8 Science Tests, NYSESLAT, and the NYS Alternate Assessment are being taken:

- Cell phones
- BlackBerry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

- Apple/Smart watches
- b. Test proctors, test monitors, and school officials, shall have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them while the test is being administered, including break periods. Admission to the test shall be denied to any student who refuses to relinquish a prohibited device. The only exception is when a device is specified in a student's IEP or 504 plan or when a medical practitioner prescribes such a device used by a student during testing.
  - c. To remove all books, notes or other aids from their reach or sight during the examination.
  - d. To read the questions carefully and to follow instructions.
  - e. To make sure your name, the date, subject and the name of the school appear on each separate answer sheet.
  - f. To use a pen in writing their answers, with the following exceptions:
    1. Making drawings and diagrams
    2. Marking machine scoreable answer sheets.
    3. Circling tentative answers on the science answer sheets.
  - g. Not to use red ink or red pencil.
  - h. Not to erase answers written in ink. Instead, cross out the original answer with a single line and then write the new answer.
14. Here is a list of guidelines for you to follow when you come to school for Regents exams in January and June:
- Do NOT bring BACKPACKS or BOOKBAGS with you to your exam. They will not be allowed in the school.
  - You MAY NOT be allowed to go to your lockers or to areas in the school other than the test location.
  - PARKING will be available in DESIGNATED AREAS ONLY.
  - ENTRANCES and EXITS will be CLEARLY MARKED and MONITORED.
  - Please remain outside until 7:45 for morning exams and until 11:45 a.m. for afternoon exams.
  - If you have two exams on the same day, please go to the MS cafeteria in between.
  - No one will be allowed in unsupervised areas of the building.

**It is O.K. to bring the following items:**

- Lunch/snacks in CLEAR containers. This is for those students who either have two exams that day or who would like to eat in the cafeteria before their exams. However, no food or drink is allowed in Regents testing areas during the exam period.
- Inhalers (for medical purposes)
- Pens, pencils, calculator, compass
- (Things you need specifically for the exam)

15. **Student Behavior at Assemblies/School Programs** - Assembly programs are presented as part of education as well as for enjoyment. Many of the programs may be performed by professional actors and actresses, others by fellow students, faculty or community members. NO matter who performs, they have spent a great deal of time and effort preparing and are deserving of attention and consideration. Besides disruptive behavior is not fair to those who want to share the experience. Students must show maturity by being courteous throughout the program.
- To enable the program to begin on time:
- a. Proceed to the auditorium with your class. Do not stop at lockers or bathrooms along the way.
  - b. Enter the auditorium in a quiet, orderly manner.
  - c. Go directly to seats that are designated by your teacher.

To enable all to enjoy the program and show respect for performers during the assembly:

- a. Please do not talk during the program. Besides being inconsiderate it can be most distracting to the performers.
- b. The proper way of showing appreciation during a performance is by applauding. Whistling, shouting, and stamping feet are unacceptable behavior.

- c. Except for emergency situations, students will not be allowed to leave the auditorium until the assembly is completed.

At the conclusion of the assembly:

- a. Wait until your teacher dismisses you.
- b. Exit in a quiet and orderly manner with those in the back rooms leaving first.

- 16. **Study Hall Requirements** - All students must be in their assigned seats on time. Only pre-signed passes to leave a study hall will be honored. Study hall should be quiet. Students should be occupied with schoolwork. Students are not allowed to go to the cafeteria from a study hall. Students should remain seated until the bell rings to signal the end of the period. No food or beverages should be consumed during study halls.
- 17. **Textbooks** - Students are expected to take care of textbooks and all other school property. In the event that a book is lost or property is damaged, the student and his/her parents are responsible for its replacement/repair. It is recommended that students cover books.
- 18. **Labs**- Labs cannot be handed in more than 2 weeks after they are due.
- 19. **Visitors** - The high school welcomes parents and other citizens. Persons who are not students or staff **MUST** report immediately to the receptionist located in the school lobby upon entering the school building. Visitors to the school shall be governed by the following rules:
  - a. The Building Principal must be contacted by the person or group wishing to visit, and prior approval obtained.
  - b. All visitors must report to the receptionist in the high school lobby, sign-in, and be issued a visitor's pass, which **MUST** be displayed at all times. At the conclusion of the visit, the pass must be returned to the receptionist and the visitor **MUST** also sign out.
  - c. Visits with teachers, counselors, administrators, and psychologists should be **BY APPOINTMENT**.
  - d. Student Visitors – Prior approval by the Principal only.
- 20. **Skateboards and Scooters** - Skateboards and scooters are **NOT** to be used on school property at any time or taken on school buses. Skateboards will be confiscated and will be taken to the main office.
- 21. **Corridors** - No student is to be outside of classes during class times without a pre-signed pass (completed filled out with date, student's name to whom/where the student is to report, and sending teacher's signature). **OPEN CONTAINERS** (i.e. seal/cap loosened or broken) are not allowed in the corridors.

#### **E. School Procedures and Practices**

- 1. **Health Services** - All requests for health records should be made directly to the Health Office. The school nurse is available for anyone who feels ill. **Proper procedure** requires students to report to his/her scheduled assignment/class **FIRST** and then be dismissed to the Health Office with a signed hall pass.
  - a. **Emergency Cards** - Emergency phone numbers should be on file and updated on a regular basis in the Health Office.
  - b. All **MEDICATION** (including over the counter products) must be housed in the Health Office at all times. Students should not carry medication with them. Medication should be properly labeled and placed in prescription containers. A doctor's instruction for dispensing must be included with the medication.
- 2. **Accidents** - Every accident in the school building, on the school grounds, on a school bus, at a practice session or at any other school sponsored activity should be reported immediately to the person in charge, to the main office, and/or to the health office.

3. **Late Bus - 3:25 PM** - Students are allowed to stay after school for extra help with a teacher, detention, and/or for a sport practice. Students will be allowed to board the elementary buses only if they have a pre-signed pass. Passes ARE TO BE OBTAINED from teachers, coaches, or from the detention monitor, and **not** from the high school office or the counseling center. In other words, the person who supervises you after regular school hours is responsible for issuing you a late bus pass.
4. **Dance Regulations** - If guests are allowed and a student desires to bring one guest to a dance, he/she may do so by filling out the appropriate form found in the main office. The form must be signed by the guest, their guest parents and their home school principal prior to the dance in order to attend. Once at the dance, no student may leave the building unless he/she is going home and will not return to school. Drinking, smoking or using drugs is absolutely prohibited. Students who arrive and appear to be under the influence of any substance will not be admitted. STUDENTS WHO WERE ABSENT FROM SCHOOL ON THE DAY OF THE DANCE MAY NOT ATTEND THE DANCE.
5. **Morning Announcements** - The announcements for the day are made through the television production program each morning during first period. Students should be quiet and watch closely when the announcements are being read since important information is communicated during this time.
6. **EMT/Rescue/Fire Department Volunteers** - Students who are EMT/RESCUE/FIRE Department Volunteers must provide the HS Secretary with a letter (**on official letterhead**) from the chief along with a letter from your parents, stating that you may respond to an emergency call in the capacity as EMT/Volunteer Fireman during school hours.
7. **Working Papers** - The laws governing the employment of minors requires that students 16 or 17 years old who wish to work past 10:00 PM on any day preceding a school day must obtain a Certificate of Satisfactory Academic Standing from their school. Working paper form may be picked up or returned to the counseling center. Students must appear in person and sign the card in presence of the issuing official.
8. **NATIONAL HONOR SOCIETY CRITERIA**
  - a. **SELECTION PROCESS**

Tamarac High School's selection procedure is consistent with the rule set forth in the NATIONAL HONOR SOCIETY HANDBOOK.

    1. Students are assessed first on the basis of cumulative average. Students must have at least a 90% average to even be considered.
    2. Students fill out an application packet based upon the remaining qualifications of service leadership and character.
    3. All faculty members are invited to comment and share views of all candidates in writing. No comments or shared views may be done anonymously.
    4. A faculty selection committee, chosen by the principal, votes on all candidates.
    5. Students selected are inducted at a special school assembly.
  - b. **CHARACTERISTICS ASSOCIATED WITH MEMBERSHIP**
    1. To be eligible for the privilege of membership, the candidate must be a member of the junior or senior class. Candidates must have been in attendance at the school the equivalent of one semester.
    2. At the conclusion of the third marking period, the NHS advisor will compile a list of those students who meet the scholastic qualifications for membership.
      - a. Scholarship - overall average of 90% (no rounding).
      - b. Leadership - Successfully hold school offices or positions of responsibility.
        - demonstrates leadership in the classroom, at work and in school or community activities.
      - c. Service - participates in some outside activity (Girl Scouts, Boy Scouts, church groups, and

volunteer services).

- active participation in an organization that serve or benefit others through their works.

d. Character - observes instructions and rules, punctuality, and displays responsibility both inside and outside of the classroom.

- demonstrates the highest standards of honesty and reliability.

3. Candidates must have a cumulative scholastic average of 90% on a scale of 100. Candidates will then be evaluated on the basis of service, leadership, and character. All decisions of the Faculty Selection committee are final. There is no appeal process.

9. **Recognizing Outstanding Achievement at Commencement**

- a. Academic Honors (Gold Cord) – recognizes a student who exhibits an average of 90% in all Regents exams, pursuant to NYS Education Department section 100.2(p). Each Regents exam score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90% shall not be rounded upward to 90%.

10. **Honor Roll**

- a. Students will be considered to be on the honor roll if their quarterly average of all courses equals a 90% or above with no course grade lower than 75%. In addition, any course grade of “Inc” (Incomplete), “F”, or “U” on the report card disqualifies a student from the honor roll for that quarter regardless of the quarterly average. It has been and will continue to be, our practice to NOT round off.

11. **Availability of Student Records**

A. Parents and eligible students have the following rights under the Family Educational Rights & Privacy Act.

1. The right to inspect and review the student's education record. This will be done with the assistance of a school counselor.
2. The right to exercise a limited control over other people's access to the student's educational record. The parent signs an "Authorization to Release School Records" form when the student registers in the district. This authorizes the school to send information relating to personal identification, attendance, health, deportment, scholastic achievement, standard test results, awards and honors, in and out of school activities, interests, teacher appraisal of student to any school, college, employer, employer's agent, investigative agencies of the Federal, State and County and City Governments requesting such information.
3. The right to seek to correct the student's education record, in a hearing, if necessary.
4. The right to report violations of the Family Educational Rights & Privacy Act to the Department of Health, Education and Welfare.
5. The right to be informed about FERPA rights. All rights and protection given parents under the FERPA and this policy transfer to the student when he or she reaches the age of 18 or enrolls in a post-secondary school. The student then becomes an "eligible student".

## **F. CHORD Policy – Student Discipline**

**THE DIGNITY ACT:** NEW YORK STATE’S DIGNITY FOR ALL STUDENTS ACT SEEKS TO PROVIDE THE STATE’S PUBLIC ELEMENTARY AND SECONDARY SCHOOL STUDENTS WITH A SAFE AND SUPPORTIVE ENVIRONMENT FREE FROM DISCRIMINATION, INTIMIDATION, HAZING, TAUNTING, HARASSMENT, BULLYING ON SCHOOL PROPERTY, OR CYBERBULLYING OUTSIDE OF SCHOOL THAT MAY INTERFERE WITH NORMAL SCHOOL ACTIVITIES, A SCHOOL BUS AND/OR AT A SCHOOL FUNCTION. THE FOLLOWING INCLUDES EXAMPLES OF PROHIBITIVE STUDENT CONDUCT UNDER THE DIGNITY FOR ALL ACT (BOARD POLICY 5300.30), OTHER UNACCEPTABLE CONDUCT, AND THEIR CONSEQUENCES. A REFERRAL TO A COUNSELOR, PSYCHOLOGIST, SOCIAL WORKER OR OTHER APPROPRIATE SCHOOL PERSONNEL MAY BE INCLUDED FOR ANY INFRACTION.

### **TAMARAC SECONDARY SCHOOL DISCIPLINE CODE**

#### **LEVEL 1**

**PENALTY: From a Verbal Reprimand, Detention, Pass Restriction, Lunch Detention, Temporary Removal from Class, After-School Detention, loss of computer/chromebook/tablet access privileges, change clothes, send home to change clothes.**

Penalties with \* are in addition to (not instead of) consequence given by administrator.

1. Affectionate behavior, which is inappropriate in a public place (appropriate behavior could be defined as holding hands, brief hugs, or kisses on cheek).
2. Class tardiness without a pass.
3. From one to three illegal tardies to school per year.
4. Parking without a permit or parking in an undesignated area. **\*Move car to designated area** or off school property. **Two or more times the car will be towed.**
5. Littering **\*Pick Up**
6. Leaving supervised areas during any extra-curricular event held within the school building. **\*Cannot return to event**
7. Use of foul or offensive language, pictures or gestures: being disrespectful. **\*Apologize**
8. Using/wearing two (2) earphones/headphones in the hallways for students in Grades 9-12 (Middle School students are not allowed to wear them at all).
9. No use of portable speakers/cellphones to play music of any kind in the hallway.
10. 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 helping students develop an understanding of appropriate appearance in the school setting.
11. A student’s dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall be safe, appropriate and not disrupt or interfere with the educational process. Also:
  - a. extremely brief, inappropriate revealing or distracting garments such as tube tops, net tops, plunging necklines (front and/or back) and see-through garments are not appropriate.
  - b. underwear must be completely covered with outer clothing.
  - c. include footwear at all times. Footwear that is a safety hazard will not be allowed.
  - d. items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability will not be allowed.
  - e. items that promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities will not be allowed.
  - f. body sprays must be used in small quantities and applied in locker rooms only.
12. Shirts must have seams that fully cover the student’s torso. No sleeveless shirts are allowed that expose a student’s body.
13. Leaving class without permission, undesignated area, misuse of hall or bus pass
14. Violation of computer/chromebook/tablet privileges: \*\*\*
  - a. First offense: student logoff immediately; referral and warning

- b. Second offense: student logoff immediately; referral and loss of computer privileges for up to two weeks.
  - c. Third offense: student logoff immediately; referral and student may lose privileges for the rest of the year.
15. Use of cell phones during school hours as per Board of Education policy. \*Confiscated and return only to parent of student after second offense.
  16. No food or drink allowed in hallways or classrooms without prior permission.
  17. Attending extracurricular events when academically ineligible.
  18. Horseplay, putting hands on others.

**PARENTAL NOTIFICATION IS A ROUTINE PART OF THE DISCIPLINE PROCESS AT LEVELS II, III, AND IV**

**LEVEL II**

**PENALTY: From One to Five Days After School Detention**

19. Lying in conjunction with another offense.
20. More than 3 unexcused tardies to school per year. (One after school detention for each additional 3 tardies.)
21. Truancy, cutting classes (**not leaving the building**) \*
22. Extortion (threatening demand for goods or services.)
23. Remaining on or returning to school grounds after out-of-school suspension without proper authorization.
24. Cutting detention. **\*One Additional Detention** (After two cuts becomes in-school suspension)
25. Misrepresentation of a signature (forgery).
26. Vandalism \*Restitution or Repair
27. Hazardous horseplay or creating a general disruption in class. \*Mandatory meeting with teacher before re-entry to class.
28. Wearing a hat, hood, other head garments and/ or covering in the building between the hours of 7:30 and 2:11 except for religious or medical purposes

**LEVEL III**

**PENALTY: From Two Afternoon Detentions to Two Days In-School Suspension (7:26 – 3:20)**

29. Unauthorized leaving of school grounds.
30. Academic Cheating. **\*A Zero on the Assignment**
31. Plagiarism (using another's work and claiming it as one's own) and Self Plagiarism (the use of one's own work in another context without disclosing it was previously used). **\*A Zero on the Assignment for student(s) if applicable.**
32. Putting hands on another student, throwing objects on school grounds (classrooms, hallway, cafeteria, etc.) or on school property (buses, etc.)
33. \* Harassment, intimidation, bullying, hazing,: verbal, cyber, sexual, physical or otherwise. **MAY BE MOVED TO LEVEL 4 IF IT NECESSARY.**
34. Causing damage, which cannot be repaired for less than \$50.00. **\*Replacement**
35. Speeding or reckless driving on school grounds. **\*Suspension of Driving Privilege** (1<sup>st</sup> Offense – one month suspension; 2<sup>nd</sup> Offense – permanent suspension for the school year)
36. \*Use of slurs based on ethnicity, religion, physical characteristics, disability, sexual orientation, and/or socio-economic status directed at an individual or group of individuals. **\*Mandatory meeting with administration/faculty member before re-entry to school environment.**
37. Passing a stopped school bus which has red lights flashing. **\*Suspension of Driving Privilege** (1<sup>st</sup> Offense – one month suspension; 2<sup>nd</sup> Offense – permanent suspension for the school year)
38. Insubordination: Deliberate and/or defiant refusal to follow a reasonable order or directive
39. \*Destruction of another's personal property. **\*Restitution**

- 40. Three or more violations of the previous Level.
- 41. Activating an AED or interfering with school cameras.

#### LEVEL IV

##### **PENALTY: From Two Days In-School Suspension to Expulsion with Potential Referral to Police**

- 42. Use of foul or offensive language or gestures directed at a faculty/staff member. **\*Mandatory meeting with administration/faculty member before re-entry to school environment.**
- 43. Initiating a physical confrontation by putting hands on another person.
- 44. Recording publishing and/or distributing physical confrontations or altercations.
- 45. Stealing, possession of stolen property. **\*Restitution**
- 46. **\*\*Threatening violent behavior. \*Apologize, Counseling to a point of resolution with administration/faculty member.**
- 47. Use or possession of any tobacco/nicotine product (including but not limited to electronic cigarettes, vapes, juuls and their accessories), drug paraphernalia, matches/lighter on school grounds. **\*Education, Counseling, Seize and Forfeit.**
- 48. Using, selling or being under the influence or possession of legal/ illegal non-prescribed drugs, inhalants, alcohol or other intoxicants, including synthetic marijuana **\*Education, Counseling. Referral to police.**
- 49. Initiating a bomb scare, false fire alarm **or calling 911 without legitimate purpose\*Referral to police.**
- 50. Use or possession of weapons or dangerous instruments. **\*Seize and Forfeit. Referral to police.**
- 51. Use or possession of fireworks or explosives. **\*Seize and Forfeit. Referral to police.**
- 52. **\*\*\*Alteration of official documents, including transcripts, diplomas, attendance records, computer files and the like.**
- 53. Willful or reckless setting of a fire (arson). **\*Restitution Referral to police.**
- 54. Assault and battery. **\*Referral to police.**
- 55. Three or more violations of the previous level.
- 56. Conduct so serious that it requires more than Level III consequences.
- 57. Three repetitions of failure to satisfy consequences of CHORD policy, especially with regard to cutting administrative detentions.
- 58. **\*\*Fighting. \*Apologize, Counseling**
- 59. **\*\*Participating in an activity such as a food fight in the café or other group disturbance that violates policy and may cause injury.**

**\*Supplementary Consequences are given at the discretion of administration**

**\*\*Supplemental Consequences may result in a Superintendent's Hearing**

**\*\*\*The administration acknowledges that there are degrees of severity of computer offenses, for example, hacking into the network versus accessing inappropriate sites. In those cases, as has always been true with CHORD, the administration can levy more severe penalties as fits the offense, including contacting law enforcement.**



## STUDENT BILL OF RIGHTS

### STUDENTS AT TAMARAC HIGH SCHOOL ARE ENTITLED TO THE FOLLOWING BASIC RIGHTS:

1. The right to an education.
2. The right to protest harassment by a school employee.
3. The right to fair and equal treatment without regard to race, sex, or national origin.
4. The right to expect disciplinary action to be firm, fair, consistent with stated policy and to consider extenuating and mitigating circumstances.
5. The right to be suspended from instruction only after rights pursuant to Education Law Section 3214 have been observed including the right to appeal the impartation of any disciplinary action.
6. The right in all disciplinary matters to have the opportunity to present their version of the facts and circumstances and to have such facts and circumstances considered in connection with the imposition of any disciplinary sanction.
7. The right to take part in all District activities unless properly suspended from participation pursuant to the District's discipline policy.
8. The right to take part in student government activities unless properly suspended from participation pursuant to the District's discipline policy.
9. The right to wear clothing, which expresses an idea so long as there is no evidence that it interferes with the rights of others, causes a school disturbance or interferes with the educational process.
10. The right to address the Board of Education on the same terms as any other citizen.

**If any student feels his abovementioned rights are not being met, he/she should report this to the administration.**

### **CHORD – RULES FOR STUDENT APPEAL OF A DISCIPLINARY ACTION**

1. The Hearing Panel consists of two Tamarac High School staff members (one faculty member/one support staff member) and two (2) Tamarac High School students (one from the class of the accused and one from a different class.)
2. The Panel can make a decision to:
  - a. Cancel the disciplinary referral and penalty,
  - b. Reduce the penalty,
  - c. Increase the penalty,
  - d. Affirm the original penalty.

**The vote to do a, b or c must be 4-0 (unanimous). If any vote is not 4-0 (unanimous), the Disciplinary Referral and Penalty stands as is. This appeals process is final.**
3. Rules Governing the Hearing:
  - a. The senior faculty member will act as chairperson.
  - b. The Secondary Principal will act as facilitator. The principal will see that a room is available and all parties are present.
  - c. Present for the Hearing will be:
    1. The panel
    2. The student appealing the penalty
    3. The staff member who made the referral
    4. The Secondary Principal
    5. Any witnesses the student or staff member may ask to be present
    6. By the end of the process, any additional persons the panel may want to call
  - d. Process:
    1. The Secondary Principal will read the referral
    2. The staff member will indicate why he/she made the referral. He/she may offer any evidence or

- other witnesses. Under relaxed rules of order, the panel may ask questions at any time.
3. The student will offer his/her defense. Witnesses or evidence may be offered. The panel again may ask any questions.
  4. The staff member may respond to any point; the student may respond to any point.
  5. Panel questions
  7. The participants, excluding the panel members, will leave the room.
  8. After the panel renders a decision, the Secondary Principal will relate the decision to the staff member and the student, and will carry out whatever penalty has been prescribed.

**THE APPEAL PROCESS: (Applies to C.H.O.R.D. Policy Only)**

If a student feels he/she is being unfairly punished for an infraction, he/she may present his/her case before an appeals board. Witnesses may be called and evidence present. If this panel unanimously disagrees with the penalty given the student for his/her infraction, that penalty is modified or overruled. The building principal shall act as facilitator.

## 2019-20120 CO-CURRICULAR POSITIONS

Effective September 2019

### SECONDARY SCHOOL

➤ Senior Class Advisor, 2020.....	Mrs. Bishop & Mr. Jacques
➤ Junior Class Advisor, 2021 .....	Miss Frank & Miss Gosh
➤ Sophomore Class Advisor, 2022.....	Mrs. Luzinas & Mrs. Poupore
➤ Freshman Class Advisor, 2023 .....	Ms. Rolston & Mr. Medved
➤ Key Club Advisor.....	Mrs. Labshere
➤ National Honor Society Advisor.....	Mrs. Luzinas
➤ NJHS, Gr. 9 Advisor.....	Miss Maloy
➤ SADD Advisor .....	Miss Parker
➤ Ski Club Advisor .....	Mrs. Labshere & Mrs. Gliosco
➤ Student Senate Advisor .....	Ms. Rolston
➤ Yearbook Advisor .....	Miss Martone & Mrs. Connor
➤ 9 <sup>th</sup> Grade Team Leader.....	Mr. Jacques
➤ Masterminds.....	Mr. Pomposello
➤ Olympics of the Visual Arts.....	Mrs. Sheffer & Mrs. Labshere
➤ Science Club.....	TBD
➤ High School Music Club.....	Mrs. Kolakowski
➤ Russian Club.....	Ms. Wright
➤ High School Band Club.....	Mr. Calistri
➤ French Club.....	Mrs. Carlstedt
➤ Project Happiness .....	Mrs. Carlstedt
➤ Youth Activation Committee (YAC) .....	Mrs. Phillips
➤ Gay- Straight Alliance.....	Ms. Shields

**TAMARAC HIGH SCHOOL FACULTY  
2019-2020**

Mr. James Donnelly, Interim Secondary Principal  
Mr. Christopher Rockwell, Assistant Secondary Principal

[jdonna@brunswickcsd.org](mailto:jdonna@brunswickcsd.org)  
[crockwell@brunswickcsd.org](mailto:crockwell@brunswickcsd.org)

<b>Art/ Technology</b>		<b>Room</b>	<b>Email</b>
Amy Labshere	Studio Art, Digital Computer, Comp	114, 133	alabshere
Jillian Sheffer	Studio Art, Drawing, Advanced Art	131	jsheffer
Mark Spitzer	Advanced Photo & Media, TV/ broadcast		mspitzer
<b>Business</b>		<b>Room</b>	<b>Email</b>
Lynn Blakeley	Business Classes	540	lblakeley
<b>English</b>		<b>Room</b>	<b>Email</b>
Shannon Danckwerth	English 10	102	sdanckwerth
Tim Jacques	English 9	531	tjacques
Terri Martone	English 11, English 12, English 9	523	tmartone
Helen Parsons	English 11	102	hparsons
Steve Pomposello	Creative Writing, Mythology, AP Lit	101	spomposello
<b>Foreign Language</b>			
Melinda Barnes	French/ Spanish	243	mbarnes
Jerri Carlstedt	French	139	jcarlstedt
Brianna Rolston	Spanish	109	brolston
Angelique Wright	Russian/ Spanish	242	awright
<b>Health</b>		<b>Room</b>	<b>Email</b>
Shannon Fitzgerald		234	sfitzgerald
<b>Math</b>		<b>Room</b>	<b>Email</b>
Amanda Gelina	Algebra I/ Math 11	544	agelina
Pam Skaarup	Algebra I/ Math 11/ Geometry	533	pskaarup
Evan Luzinas	Geometry, Pre- Geometry, Pre-Cal	530	eluzinas
Eileen Papa	Algebra 2, Math 12, Calculus	532	epapa
<b>Music</b>		<b>Room</b>	<b>Email</b>
Kevin Barcomb	Band	100	kbarcomb
Jeff Calistri	Band	104	jcalistri
Ann Kolakowski	Music/ Chorus	103,315	akolakowski
Kristina Koonz	Music/ Chorus	128, 315	kkoonz
<b>Physical Education</b>		<b>Room</b>	<b>Email</b>
Jennifer Heim			Jheim
Erick Roadcap			eroadcap
Rick Roden			rroden
<b>Science</b>		<b>Room</b>	<b>Email</b>
Jason Shepard	Chemistry	230	jshepard
Mary McManus	Biology	534	mmcmanus
Lisa Parker	Biology	235	lparker

Andy Welkley	Physics	229	awelkely
Garrett Edick	Earth Science	233	gedick

**Special Education**

		<b>Room</b>	<b>Email</b>
Michael Bentzen	9 <sup>th</sup> grade	113	mbentzen
Andrew Ferlito	8 <sup>th</sup> & 10 <sup>th</sup> grades	106	aferlito
Meaghan Gosh	Life Skills	136	mgosh
Patti Lydon	10 <sup>th</sup> grade	550	plydon
Ryanne Phillips	12 <sup>th</sup> grade	110	rphillips
Catherine Callahan	11 <sup>th</sup> grade	107	ccallahan

**Social Studies**

		<b>Room</b>	<b>Email</b>
Aimee Bishop	Global I	529	abishop
Colin Burton	US History, Economics, Global I	526	cburton
Jordan Luzinas	Global II	528	jluzinaz
Eric Olson	US History, Government	527	eolson

**Teaching Assistants**

Mimi Denué			mdenué
Teresa Gliosco			tgliosco
Erin Hennigan-Masters			ehennigan-masters
Michele Johnston			mjohnston
Deb Rock			drock
Jessica Delorenzo			jdelenzo

Marybeth Farley	RAPP Teacher		
Carol Crucetti	School Nurse MS/ HS	Health Office	mfarley
Michelle Furlong	School Nurse MS/ HS	Health Office	ccrucetti
Rochelle Hoot	Librarian	Library	mfurlong
Nicolette Hennessy	Director of Special Education	140	rhoot
Laurie Dahl	ISS Monitor	137	HSISS
Andrea Lammerts	Secretary to Secondary Principal	142	ldahl
Debra Lewis	HS/ MS School Counseling Secretary	Counseling Center	alammerts
Paige Collins	CSE Secretary	140	dlewis
Jessica Minbiole	High School Guidance Counselor	Counseling Center	pcollins
Bill Murabito	MTSS	MS MTSS 541	jminbiole
Laura Perfetti	School Psychologist	141	wmurabito
Carol Petersen	Receptionist	Main Lobby	lperfetti
	Secretary to Assistant Secondary Principal	141	cpetersen
Patricia Poupore	High School Guidance Counselor	Counseling Center	ppoupore
Michelle Ring	Speech Pathologist	551	mring
Christine Shields	Social Worker		cshields
Donna VanZandt	Athletic Director	245	dvanzandt