

STUDENT HANDBOOK

This handbook is published according to the rules and regulations applicable on this date by the Arkport Central School Administration, Board of Education and the State of New York Education Department.

Revised 8/4/2022

Table of Contents

Student Handbook Overview.....	2
Directory	3
Grades 7 and 8	4
Junior High Promotional Requirements	5
7 th Grade Course Listing	5
Course Descriptions.....	6
8 th Grade Course Listing	5
Course Descriptions.....	7
Grades 9 -12.....	10
Graduation Requirements	10
Four-year Degree Plan Template	11
Grading	12
Honor Roll	12
Weighted Class Rank.....	13
College Course Requirements.....	15
New Visions Requirements	15
Additional College Courses Offered at ACS.....	15
Academic Society	15
National Honor Society Requirements	16
Senior High School Course Listing	16
High School Course Descriptions.....	17-28
Elective Courses.....	24
Career and Technical Education	28
High School Summer School	28
Mission Statement.....	28
Board of Education Mission	28
Academic Eligibility	29
7-12 Student Services Program	29
Comprehensive Attendance Policy	30-32
Code of Conduct	32
Dress Code	35

Dignity for All Student Act36

Notice for Directory Information41

Notification of Rights Under FERPA for Elementary and Secondary Schools42

Notification of Rights Under the Protection of Pupil rights Amendments (PPRA)43

Notice and Consent / Opt-Out for Specific Activities44

Acceptable Use Policy – Computer Technology45

Acceptable Use Policy Regulations for Arkport Central School55

Notice of Non-Discrimination 47

Extracurricular Activity Handbook47

Expectations of Student Conduct48

Handbook Signoff51

The Student Athlete – Parent Handbook52

Student Handbook Overview

The intent of this student handbook is to provide students, parents, and teachers with specific information regarding policies and procedures for Arkport Central School. This handbook covers information pertaining to students in grades seven through twelve. All aspects of a student’s school life including academic achievement, extra-curricular activities, athletics, school discipline, and personal issues are addressed. It is important that everyone understands the expectations that are placed on each student who attends Arkport Central School. Having a clear understanding of graduation requirements, behavioral expectations, athletic and activity opportunities is extremely important to ensure a more successful junior high and senior high school experience.

We at Arkport Central School are here to work with all students and parents to ensure that each student:

- Experiences success
- Positively contributes to our school community
- Takes advantage of every opportunity available
- Has a concrete plan for his/her future

We welcome input and suggestions from parents and members of our community.

Directory

Superintendent of Schools - Jesse Harper	295-7471 x1121
7-12 Principal – Koby Hahn	295-7471 x1140
PK-6 Principal – Claire Smith	295-7471 x1140
PK-12 CSE/CPSE/504 Chairperson - Karen Dagon	295-7471 x2000
7-12 School Counselor – Tina Broderick	295-7471 x1140
PK-6 School Counselor – Amy Harris	295-7471 x1140
School Social Worker – Kyleigh Recktenwald	295-7471 x1140
School Psychologist - Karen Dagon	295-7471 x2000
District Clerk/HR Manager – Meghann Khork	295-7471 x1416
District Treasurer – Melissa Evans	295-8053 x1316
Tax Collector – Shannon Buckley	295-7471 x2000
School Business Official – Connie Karr	295-7471 x1121
Transportation – Mary Wolf	295-7290
Athletic Director – Dale Steiner	295-7471 x1200
School Lunch Manager	295-7471 x1143
Head Maintenance Mechanic - Joe Pollinger	295-7471
Media Specialist	295-7471 x2229
School Nurse – Tricia Smith	295-7471 x1136
Attendance Clerk – Janet Mikolajczyk	295-7471 x1117

Board of Education

Patrick N. Flaitz, President
Jennifer L. Swarts, Vice-President
Michelle Chamberlin
Julianne W. Merry
Tracie McCarthy

This year, the district will provide most student supplies. Supplies will be distributed to students on the first day of classes. Additional it

ems may be required, upon teacher request, during the first weeks of school.

Additional Supplies:

Junior and Senior Band/Chorus: Students will need black long dress pants and black blouses or shirts for the concerts.

Marching Band: Students may purchase black marching shoes through the school. If applicable, information will be available at a later date. (Approximately \$30)

Physical Education

- T-shirt
- Socks
- Shorts
- Clean sneakers
- Towel
- Sweat shirt
- Wind pants – (optional)

**Grades 7 and 8
Requirements for Promotion
Course Listings-Description**

Units of Study Requirements

By the end of Grade 8, a student must have completed the following units of study*:

SUBJECT	UNITS OF STUDY
English	2
Social Studies	2
Mathematics	2
Science	2
Technology	1
Second Language (Spanish)	2
Physical Education	1
Art 1/2	
Music	1/2
Health	1/2
Life Skills	1/2

**One (1) unit of study is defined as a class that meets every day for 40 minutes for forty weeks (40). Thus one-half (1/2) unit courses meet for twenty (20) weeks and one-quarter (1/4) unit courses typically meet for ten (10) weeks. The New York State Board of Regents mandates these requirements.*

Students receive one period per week of library instruction, usually in conjunction with class projects.

Junior High Promotional Requirements

In grade seven (7) a student will carry a total course load of seven and one-half (7.5) junior high units. A seventh grade student must earn **4.5** units at the end of seventh grade to progress to eighth grade.

In grade eight (8) a student will carry a total course load of eight (8) junior high units. An eighth grade student must earn **5.5** units at the end of eighth grade to progress to ninth grade.

Students who do not pass a 40 week class will be required to attend summer school.

7th Grade Course Listing

English 7
Social Studies 7
Math 7
Science 7
Spanish 7
Advanced Math 7
Advanced English 7
Animal Science
Physical Education

QUARTERLY COURSES:

Art
Music
Health
Life Skills

ELECTIVES:

Band
Chorus

8th Grade Course Listing

English 8
English 9X
Social Studies 8
Math 8
Algebra 1
Physical Science
Advanced Science 8
Spanish 8
Technology 8
Physical Education

QUARTERLY COURSES:

Music
Art
Health
Life Skills

ELECTIVES:

Band
Chorus

*Students are placed in Academic Intervention Services (AIS) based on general need for remediation.

Courses Listings and Descriptions

Grade 7 Courses

English 7

Students will work to improve as readers, writers, listeners, and speakers. Students learn to think critically about a variety of topics and texts. They will explore novels, poetry, drama, and informational text. Students will make connections among a variety of texts. Students will work to gain, improve, and master skills in grammar and all other aspects of quality writing. A focus will be given to text analysis (creating central ideas and analyzing stories based on literary devices), argument essays (developing a claim, using textual evidence to defend a claim, and distinguishing claims from counterclaims), and creative writing. All curricula are built around the Common Core State Standards.

Advanced English 7

The purpose of this course is to allow students to accelerate in English entering 7th grade. Materials covered will be in the 7th grade and 8th grade NYS CC English Standards. The successful completion of this course will allow students to take English 9 as an 8th grader, and other advanced English courses as upper classmen.

Social Studies 7

Seventh grade Social Studies introduces students to the study of American history. The topics discussed include Native American civilizations, the American Revolution, the U.S. Constitution, Jacksonian Democracy, Manifest Destiny, and sectionalism.

Math 7

7th grade math is aligned with the NYS Common Core Curriculum. Topics covered include operations with integers, percentages, solving equations, probability, statistics, area, volume, and problem solving.

Advanced Math 7

The purpose of this course is to allow students to accelerate in mathematics entering 7th grade. Material covered will be the 7th grade and 8th grade NYS CC Mathematics Standards. The successful completion of this course will allow students to take CC Algebra 1 as an 8th grader, and other advanced mathematics courses as upper classmen.

Science 7

Science 7 is designed to give students in 7th grade a hands-on learning experience in the life sciences. Students will learn about the structures and functions of living organisms and how they interact with their environment. This course will stimulate students' interest in the living world around them, as well as help prepare them for the Science 8 NYS Assessment the following year.

Life Skills 7

This class is designed to enhance student success in relation to personal growth, development, organization, and interpersonal relationships. It focuses on developing positive peer relationships, as well as empathy and tolerance for others. Specific study skills are taught, which enable students to achieve academic success. Course topics will include: organization, recording assignments properly, time management, test taking skills, conflict resolution, character development, mental health, and other life skills.

Spanish 7

Will study Spanish using the Comprehensible Input based curriculum SOMOS 1, by Martina Bex. Units 1 through 10. Each unit features a TPRS story that focuses on a few key vocab phrases, and an aspect of Hispanic culture. Students will be expected to be active listeners and participate appropriately in group storytelling discussions. Students will demonstrate the ability to read and write short stories with the key vocab phrases. We will utilize online resources from Señor Wooly and Duolingo for additional practice.

Animal Science

The Animal Science course is designed to provide students with a foundation of animal knowledge, common vocabulary, and skills related to the animal science industry. Students will study all aspects of the companion animal industry from classification, anatomy, growth, nutrition, digestion, behavior, pet selection, and care. Students will also take the American Red Cross pet first aide and safety course.

Grade 8 Courses

English 8

Students will work to improve as readers, writers, listeners, and speakers. Students learn to think critically about a variety of topics and texts. They will explore novels, poetry, drama, and informational text. Students will make connections among a variety of texts. Students will work to gain, improve, and master skills in grammar and all other aspects of quality writing. A focus will be given to text analysis (creating central ideas and analyzing stories based on literary devices), argument essays (developing a claim, using textual evidence to defend a claim, and distinguishing claims from counterclaims), and creative writing. All curricula are built around the Common Core State Standards.

Social Studies 8

Eighth grade social studies continue with a chronological study of American history from 1850 to the present. Some of the topics analyzed include sectionalism, the Civil War, Reconstruction, big business, the Progressive Era, American imperialism, World War II, the Cold War and selected current events. Chapter quizzes, chapter examinations and a notebook will be used for assessment.

Math 8

This course is designed based on the New York State Common Core. The material in this class will be instructed within the key topics of Number Sense, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

Spanish 8

Will continue studying Spanish using the Comprehensible Input based curriculum SOMOS 1, by Martina Bex. Units 11 through 20. Each unit features a TPRS story that focuses on a few key vocab phrases, and an aspect of Hispanic culture. Students will be expected to be active listeners and participate appropriately in group storytelling discussions. Students will demonstrate the ability to read and write short stories, as well as speak in short conversations with the key vocab phrases. We will utilize online resources from Señor Wooly and Duolingo for additional practice. The final for this course will be the Mid-west Regional Checkpoint A Second Language Proficiency Examination.

Physical Science 8

Physical Science is the study of matter and energy. The approach of this course emphasizes everyday applications of physical laws. Upon completion of this course a student should be prepared for Regents Level Science. Units of study include:

Physical Science Basics

1. Energy and Motion
2. The Nature of Matter
3. Kinds of Substances
4. Interactions of Matter
5. Waves, Light and Sound
6. Electricity and Energy Resources

Advanced 8th Grade Science

This course is a physics-based course designed to provide students a strong foundation on which to build the rest of their science knowledge. Physics is the key to truly understanding content throughout the sciences. This will be a project-based inquiry class. Students will have the opportunity to engage in experimentation and then discover the physics behind it. Students in this course will be asked to think critically about their experiences and use this to drive their own learning.

Technology 8

Technology 8 completes one unit of "Introduction to Technology" curriculum that is required by NYS. This course meets every other day for the entirety of the school year.

Technology 8 introduces students to more resources, and technological processes that can be used to solve technological problems. The course is taught through a number of hands-on activities and design challenges. Students will use their knowledge of materials, machines and available resources to solve technical problems. These activities develop critical thinking and decision-making skills vital to employment success in the twenty-first century.

Topics of study will include Woodshop Safety, Resources of Technology, Newton's Laws, Structural Forces, and Ergonomics to name a few.

7th & 8th Grades Courses

Jr. High Chorus

Students enjoy singing through active participation in this choral program. Chorus will acquaint you with a wide variety of music. Major concerts are given in December and May. Many opportunities for solo work and accompanying are available throughout the year.

Jr. High Band

The Concert Band rehearses two days a week and evenings during the 4th quarter. Members are exposed to a wide range of band literature. Each member receives a group or individual lesson per week, which counts as the third class. The Band performs on both Winter and Spring Concerts, and finishes off the year with marching in pageants and parades. Students are encouraged to participate in NYSSMA Solo Festivals, All-County Music Festivals and Area-All State Festivals by audition.

Physical Education

Being prepared for Physical Education includes a change of clothes suitable for physical activity. This consists of sneakers and socks, T-shirt, and shorts/sweatpants, optional sweatshirt for outside during cooler weather.

The purpose of this course is to provide the student with the opportunity for physical, social, and mental/emotional development. Physical Education is a required course. If a student is excused for medical reasons by a doctor, they will be given an alternate assignment required to complete for course credit. All students are required to change clothes for physical education. Students will be taught a variety of activities ranging from lifetime to recreational sports, and physical fitness. In the physical education program, students will be taking part in individual and team sports, perceptual motor skills, gymnastics, rope climbing, lifetime sports activities, etc. Some of the games and activities include soccer, flag football, badminton, pickleball, volleyball, disc golf, etc. In the fall and spring, students are given a Physical Fitness Screening Test. The test is made up of four components to help determine the students' fitness levels in the fall and their growth in the spring. Students will be assessed on their preparation, participation, and written assessments as part of their quarterly grade.

Quarterly Courses

During 7th and 8th grade, students will be exposed to four exploratory subject areas that is called "The Block." Every student will take ten weeks of Health, Art, Music and Life Skills each year. These courses are designed to expose students to several different curriculum areas that they can pursue further in high school.

Summer School

Summer School for students in grades 7 and 8 is designed for remediation, not initial instruction. If a student does not complete the requirements needed for promotion, summer school could provide the opportunity a student needs for promotion.

Grades 9 – 12 Graduation Requirements

ACADEMIC LOAD:

Students in grades 9-12 will enroll in at least 6.5 credits per year in order to be considered a full-time student.

Updated June 2022

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

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

- 1.) **Pathways**
A student must either:
 - earn the [Seal of Civic Readiness](#); or
 - pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
 - pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
 - successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
 - successfully complete all the [requirements for earning the CDOS Commencement Credential](#).
 Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).
- 2.) **Traditional Appeals**
All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- 3.) **Special Endorsements**
Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.
Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.
Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.
Seal of Biliteracy: A student meets the criteria for earning the [NYS Seal of Biliteracy](#).
Seal of Civic Readiness: A student meets the criteria for earning the [NYS Seal of Civic Readiness](#). Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.
- 4.) **World Languages Exemption**
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.
- 5.) **Superintendent Determination of a Local Diploma**
Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- 6.) **Flexibilities due to the COVID-19 Public Health Emergency**
Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#).
Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: [Special Appeals Memo](#) and [FAQ](#).
Special Determination: Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).
- 7.) **Exemptions from the Regents Exam in US History and Government (Framework)**
Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#)

Updated June 2022

Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
REGENTS EXAM or passing score on a Department approved alternative										
English Language Arts (ELA)	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{*^}	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 ¹ or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 ¹ or above. [†]
Math	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{*^}	1	
Science	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{*^}	1	
Social Studies	1	65 ¹	1	65 ¹	1	65 ¹	1	55 ^{*^}	1	
Pathway <i>(See note 1 on reverse side)</i>	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS	55 ^{*^} if Regents Exam	1 or CDOS	
Compensatory Safety Net	<i>Non-Applicable</i>		<i>Non-Applicable</i>		<i>Non-Applicable</i>		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 ¹ or above on another required Regents exam including ELA and Mathematics.		<i>Non-Applicable</i>	

Regents Diploma with Advanced Designation

- Students seeking the Regents diploma with advanced designation must:
- Meet the credit and assessment requirements for a Regents diploma; and
 - Pass **two additional** Regents exams or Department approved alternatives in **mathematics**; and
 - Pass **one additional** Regents exam or Department approved alternative in **science**
 - o students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (**one life and one physical**); and
 - Complete a **sequence**:
 - o earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
 - o complete a 5 unit sequence in the Arts, or
 - o complete a 5 unit sequence in CTE.

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math [†] , 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local Diploma for Students with Disabilities](#).

^ In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

¹ English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local Diploma for English Language Learners](#).

[†] The 4th mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

[†] For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be applied to all diploma types.

Four-Year Degree Plan Template

4 Year Graduation Plan - Arkport Central School

Student Name: _____

Diploma/Pathway: _____

Date of Birth: _____

Expected Year of Graduation: _____

9th Grade School Year			
Courses	H.S. Credits earned	College credits earned	Regents Score
English 9			
Global I			
Science:			
Math:			
Art:			
PE			
Computers 9			
Pathway:			
Total			

10th Grade School Year			
Courses	H.S. credits earned	College credits earned	Regents Score
English 10			
Global II			
Science:			
Math:			
PE			
Computers 10			
Health			
CFM			
Pathway:			
Pathway:			
Total			

11th Grade School Year			
Courses	H.S. credits earned	College credits earned	Regents Score
English 11			
American History			
Science:			
Math:			
PE			
Pathway:			
Pathway:			
Pathway:			
Total			

12th Grade School Year			
Courses	H.S. credits earned	College credits earned	Regents Score
English 12			
Government/Econ.			
PE			
Math:			
Science:			
Pathway:			
Pathway:			
Pathway:			
Total			

College and/or Career Goal:

Grading

Arkport Central School uses a numerical grading scale from 0-100%. A passing grade on all tests, quizzes, projects and courses is 65%. A passing grade for all Regents exams is 65%. In the event of an extended school closure, the school will re-examine grading practices and criteria.

Students and parents/guardians have access to student assignments and grades using our Student Management System (PowerSchool) and our Learning Management System (Schoology).

Colleges or scholarships may need grade point averages to be converted to letter or 4.0 scale.

The following is the conversion policy that Arkport Central School uses.

GPA	Percentile	Letter Grade
4.0	95-100	A
3.9	94	A
3.8	93	A
3.7	92	A
3.6	91	A
3.5	90	A
3.4	89	B
3.3	88	B
3.2	87	B
3.1	86	B
3.0	85	B
2.9	84	B
2.8	83	B
2.7	82	B
2.6	81	B
2.5	80	B
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D

Honor Roll

1. Honor Roll 84.5 and up - with no failing mark for the 10-week period.
2. High Honor 89.5 and up - with no mark below 80 for the 10-week period.

Arkport Weighted Class Ranking

For class rank purposes, courses will be weighted based on three categories:

- 1) Vocational Course 5%
- 2) Regents Course 10%
- 3) College Course 15%

Every 10-weeks class rank will be recalculated based on completed and current grades and the percent of the current course that is completed. Official class rank for graduating students will be pulled at 30 weeks, using the weighted GPA. If two or more students are determined to be within .3 GPA points of each other for either the valedictorian or salutatorian honors, co-valedictorian/salutatorian will be awarded.

Below is a list of our courses and how they are weighted:

<u>Local Course</u> No weight	<u>Vocational Course</u> 5% weight	<u>Regents Course</u> 10% Weight	<u>College Course</u> 15% Weight
Accounting I	Auto Body I	Algebra I	ACE Government
Advanced Art I	Auto Body II	Algebra I-B	ACE Economics
Ag Busines	Auto Technology I	Algebra II Trig	College Calc I
Agriculture Studies	Auto Technology II	American History	ACE English I & II
Ag Engineering	Building Trades I	Biology	CIT I
Algebra I-A	Building Trades II	Chemistry	CIT II
Applied Economics	Career Beginnings	Earth Science	ACE Sociology
Band 7-12	Cosmetology I	English 11	ACE Psychology
Business Law	Cosmetology II	Geometry	College Spanish III
CFM	Criminal Justice I	Global Studies II	College Statistics
Chorus 7-12	Criminal Justice II	Physics	Pre-Calculus
Computer Applications 9	Culinary Arts I		New Visions Medical
Computer Applications 10	Culinary Arts II		ACE Essentials of Art
Computer Science I	Digital Media Arts I		ACE Business
English 10	Design Digital Media Arts II		New Visions Education &
English 12	Heavy Equipment I		Human Services
English 9	Heavy Equipment II		AP Human Geography
Entrepreneurship	Nurse Assisting I		ACE Biology I and II
Environmental Science	Nurse Assisting II		AP Computer Science
Food Science	Prof. Office Tech I		
Forensics	Prof. Office Tech II		
Global Studies I	Welding I		
Global Studies II	Welding II		
Government			
Health 10			
Physical Education 9-12			
Principles of Construction			
Spanish 9			
Spanish 10			
Studio In Art			
Studio In Ceramics			

WEIGHTED RANK GRADE CONVERSION CHART

Local Course	Wildwood	Regents Course	College Course
	5%	10%	15%
100	105.00	110.00	115.00
99	103.95	108.90	113.85
98	102.90	107.80	112.70
97	101.85	106.70	111.55
96	100.80	105.60	110.40
95	99.75	104.50	109.25
94	98.70	103.40	108.10
93	97.65	102.30	106.95
92	96.60	101.20	105.80
91	95.55	100.10	104.65
90	94.50	99.00	103.50
89	93.45	97.90	102.35
88	92.40	96.80	101.20
87	91.35	95.70	100.05
86	90.30	94.60	98.90
85	89.25	93.50	97.75
84	88.20	92.40	96.60
83	87.15	91.30	95.45
82	86.10	90.20	94.30
81	85.05	89.10	93.15
80	84.00	88.00	92.00
79	82.95	86.90	90.85
78	81.90	85.80	89.70
77	80.85	84.70	88.55
76	79.80	83.60	87.40
75	78.75	82.50	86.25
74	77.70	81.40	85.10
73	76.65	80.30	83.95
72	75.60	79.20	82.80
71	74.55	78.10	81.65
70	73.50	77.00	80.50
69	72.45	75.90	79.35
68	71.40	74.80	78.20
67	70.35	73.70	77.05
66	69.30	72.60	75.90
65	68.25	71.50	74.75

College Course Requirements

Any student attending Arkport Central School can qualify to take certain college level courses during his/her senior year if they meet the following criteria:

COURSE SPECIFIC REQUIREMENTS:

A student must achieve an 85 on his/her Eleventh Grade English Language Arts Assessment to qualify to take College English I or College English II.

A student must achieve an 85 on his/her Eleventh Grade American History Regents to qualify for College Government, College Economics, College Psychology and College Sociology.

Students can improve any Regents exam score by retaking the exam in August or January and the course final average will be readjusted.

***A note about New Visions – A maximum of six students per year will be admitted to the New Visions Academy each school year, which includes the New Visions Medical and New Visions Human Services/Education programs. A maximum of four students will be admitted to any one program.**

Additional College Courses Offered at Arkport Central School

Additional college courses that are offered at Arkport Central School have specific course prerequisite courses that must be completed prior to enrolling in these courses, students also must be recommended by the instructor.

COLLEGE COURSE	-	PREREQUISITE
College Spanish III	-	Spanish 10
Pre-Calculus	-	Algebra II
College Calculus I	-	Pre-Calculus
College Statistics	-	Algebra II
College Biology I and II (when available)	-	high school Chemistry
Essentials of Art	-	Studio Art and Advanced Art 1

Students and parents need to be aware that each teacher has classroom rules and regulations that are unique to the individual teacher. In the case of ACE and LDL classes, their requirements are more stringent than those of high school classes. It is the responsibility of the student and the parents to make themselves aware of all classroom/teacher rules and guidelines.

Arkport Academic Society

All students in grades 7-12 are considered for induction in the Arkport Academic Society following the completion of the third marking period. This is the only time during the school year that new members are admitted. The induction ceremony is held during the last marking period.

To become a member of the Arkport Academic Society, a student needs to achieve a 91.5 cumulative grade point average. This GPA is calculated two different ways depending on your grade level. For students in grade 7, their quarterly GPA's for the current school year are averaged together at the end of the third marking period. For example: $(Q1 \text{ GPA} + Q2 \text{ GPA} + Q3 \text{ GPA}) / 3$

For students in grades 8-12, their final GPA from the previous school year along with their quarterly GPA's for the current school year are averaged together at the end of the third marking period. For example: (Final GPA+Q1 GPA+Q2 GPA+Q3 GPA)/4

Loss of Eligibility – Should a member's cumulative average fall below 91.5 in any marking period, or should a member earn a grade below 80% in any marking period, a warning will be issued. The student will have one marking period to bring their cumulative mark back up to 91.5 and/or the individual grade at or above 80%. If the student's average falls below 91.5 or if the student earns another report card grade below 80% after a warning is issued, the student will be dropped from the society. Cases involving serious illness and extended absence from school will be considered on an individual basis.

Arkport National Honor Society Requirements

Students in grades 11 & 12 may be considered for induction into the Richard P. Chubon Chapter of the Arkport Central School National Honor Society during the first ten weeks of their Junior or Senior year. Academic eligibility is based on an 85.0 cumulative grade point average. This average is determined by combining a student's final grade point average from grades 9, 10, and 11, if the student is currently a senior.

If a student is academically eligible for induction, then they may submit their credentials to the NHS selection committee for review. Students are chosen based on the four pillars of National Honor Society: Scholarship, Leadership, Character, and Service.

Induction into NHS is held in the fall of each school year. Once inducted a student must maintain their 85.0 cumulative average and uphold the beliefs and standards of the National Honor Society.

Senior High School Course Listings

Grade 9

English 9
Global History & Geography I
Earth Science
Spanish 9
Physical Education
Living Environment I-A
Computers 9
Studio Art

Grade 11

English 11
US History 11
Chemistry or Environmental Science
Geometry, Pre-Calc, College Stats
Algebra II
ACE Spanish
Physical Education

Grade 10

English 10
Global History & Geography II
Living Environment
Geometry
Algebra II & Algebra I-B
Physical Education

Health 10
CFM
Spanish 10
Computers 10

Grade 12

English 12
Participation in Government
Applied Economics
College Statistics, Pre-Calculus
Algebra II
Calculus I, Topics in Calculus
College Courses - Pending Qualification
Physical Education
Environmental Science

Electives:

Chorus 7-12
Band 7-12
Studio in Art
Advanced Art I
Accounting
Business Law
Marketing and Sports Management
Computer Science
Ceramics
Advanced Art II/ACE Essentials of Art
Entrepreneurship
Agriculture I
Agriculture II
Agriculture Studies
Ag Business
Ag Engineering
Food Science
Forensics
Principles of Construction
Environmental Science
Film
Human Rights & Justice
History of American Music
Robotics
CTE Programs offered through BOCES

High School Course Descriptions

English

English 9

English 9 is taught according to New York State Learning Standards that support the Common Core State Standards (CCSS) for ELA. The CCSS provide an integrated view of the areas within the English Language Arts: Reading, Writing, Speaking/Listening, and Language. Emphasis is on making text-based claims and citing evidence. All four areas are broken down by literature and informational texts to include composition of argument, explanatory and narrative texts.

The focus of instruction in grade nine includes (but is not limited to) the following: elements of literature, gathering, organizing, and synthesizing information (note taking, research, outlining), sentence and paragraph construction, proofreading, reading for enjoyment, reading for information (textbooks, nonfiction), and speaking—especially research and preparation. Vocabulary is integrated with other instruction.

English 10

English 10 is taught according to the New York State syllabus for Language Arts. The curriculum is designed to ensure that language (listening, speaking, composition, reading, literature, and usage) is a substantial component of an integrated language arts program. Literature is studied in detail with emphasis on analysis and comparison. Practice with numerous modes of writing develops students' abilities to express themselves, clearly, confidently,

and creatively. The focus of instruction in grade ten includes (but is not limited to) the following: critical analysis of literature, spelling and vocabulary--coordinated with literature, writing--the final edited product, formal essays and compositions, research techniques--footnotes and proper MLA style, speaking and listening skills, literature terms and references.

Tenth graders need to have intense vocabulary and writing instruction to best prepare for the Regents exam and college entrance exams usually given in eleventh grade.

English 11

In addition to exploring literature, formal writing will occur throughout the English 11 school year. The descriptive and narrative writing skills that students learn and implement are essential for the success in preparing for upper level grades, college and /or entering the workforce. They are the formats that reflect the student's ability to analyze and think critically. Additionally, the writing that students do during the year will provide the base for grammar, vocabulary and leaning correct sentence structure. Learning correct sentence structure will allow students to write confidently and to express themselves clearly. Developing and increasing these skills will enable the student to write more eloquently. There is also emphasis on preparing for the ELAS and SAT exams. Literature includes a range from early American classics such as *Of Mice and Men*, to classical works such as *Macbeth*. Journal writing is a part of the everyday class routine and students are required to present at least one speech.

English 12

The English 12 curriculum is organized within thematic units. Each unit includes literature that emphasizes a dominant theme, and the writing generated by the students will reflect their understanding of the theme. The first unit explores the theme of the American Dream. Some of the other themes explored throughout the year will be consequences of choice, loyalty and trust, brotherhood, journey, loneliness, prejudice, identity, faith, superstition, moral dilemmas, relationships, effects of false pride, fate vs. free will, roles of gender, roles in society, guilt, survival, appearance vs. reality, disguise, class, love ambition, class, pride and revenge.

English 12 is an integrated language arts course ranging in units of study from creative writing to film analysis. Students will also experience literature from Shakespeare, Shelley, Salinger and modern-day authors. Students will not focus on only one genre, as they will experience many. The final exam is cumulative.

ACE English

ENGL1010 College Composition I

This is a reading and writing intensive course in composition, research methods, and argument. Essay writing is designed to sharpen the student's perceptions of the world and facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques (3 credit hours). Course will focus on clear communication skills, critical thinking, and developing habits of mind that are necessary for generating, evaluating, and improving writing. There are four major essays and a final capstone essay, all of which must be completed to receive college credit.

ENGL1020 College Composition II

Literary Analysis is a writing course designed to advance critical and analytical abilities begun in ENGL 1010. Literary analysis essays on works of fiction, poetry, and drama. (3 credit hours). Prerequisite: ENGL 1010. ENGL1020 is a dynamic writing class based on analyzing literature. The purpose is to learn to think more carefully, write more clearly and originally, and to read more attentively.

Social Studies

Global History and Geography I

The 9th grade Social Studies course deals with several aspects of the social sciences. The histories of this region are factors, which tie these studies together. The kinds of study dealt with include anthropology, sociology, geography, economics, and political science.

The course program is predominantly chronological in orientation. We begin our studies during the Paleolithic Age. We continue on learning about belief systems, classical civilizations, empires, the Middle Ages, Renaissance, Age of Exploration and the Age of Absolutism.

The course program demands that the student have reading ability and a command of the English language when they write. We do several projects and mini-studies in this ninth-grade course. We also use the 9th grade year to heavily develop skills, geography and basic comprehension of social science terms in preparation for Global II and that course's Regents Exam (10th grade).

Global History and Geography II

This course is a continuation of Global Studies I. Together these two courses constitute a two-year study of world history. However, this course finishes with the NYS Global History and Geography II Regents Exam. Global Studies II picks up at the time of absolutism, Scientific Revolution and Enlightenment. It then chronologically goes forward until the present age.

US History 11

A chronological study of American history from 1760 to the present with emphasis on the following areas:

1. The U.S. Constitution
2. Sectionalism and the Civil War Era
3. Industrialization
4. American Foreign Policy
5. The Great Depression and the New Deal
6. World War II
7. The Cold War Era
8. 1990's
9. Present day and current events

Government

This course is intended to give students a better understanding of the American political system. Topics of study include principles of government, the Constitution, federalism, linkage institutions, government institutions, and public policy.

Economics

This course is intended as an introduction to the study of economics. Topics of study include fundamental economic concepts, economic systems, business organizations, demand, supply, and the price system.

Math

Algebra 1

This course is the first in a three-course series of New York State Regents mathematics courses. This class will cover fundamental algebraic skills such as: operations, algebraic expressions, solving equations, graphing, linear, quadratic, and exponential functions, probability and statistics, and geometric connections. Students will take a Regents exam at the end of the course.

Algebra 1A

Algebra 1A is the first year of a two-year course leading to the Regents exam at the end of the second year. This course will cover the fundamental concepts of the Algebra I curriculum. First-year topics include: operations, algebraic expressions, solving equations, graphing, linear, quadratic, and exponential functions, probability and statistics, and geometric connections.

Algebra 1B

Algebra 1B is the second year of a two-year course leading to the Regents exam at the end of this course. This course will review the fundamental concepts of the Algebra IA curriculum in addition to the applications of those concepts. Second-year topics include applications of: operations, algebraic expressions, solving equations, graphing, linear, quadratic, and exponential functions, probability and statistics, and geometric connections.

Geometry

This course is the second in a three-course series of New York State Regents mathematics courses. The course emphasis of geometry is proof. Geometry is developed as a postulate system of reasoning beginning with definitions, postulates, and the laws of reasoning. Students learn to apply the laws of logic to the deductive proof in geometry.

Algebra II

This course is the third in a three-course series of New York State Regents mathematics courses. This course will focus on Advanced Algebra and trigonometry concepts but will also introduce some statistics and probability content. The NYS curriculum for Algebra II/Trig contains Content and Process strands. These content strands are: Number Sense and Operation, Algebra, Geometry, Measurement, and Statistics and Probability. Process strands include: Problem Solving, Reasoning and Proof, Communication, Connection and Representation.

Computer Science – Python Fundamentals

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The primary language for the course is Python. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

MATH 1054 – Pre-calculus, 4 Credits

Course Attributes: Gen. Ed. - Math, Liberal Arts and Science

This course is designed primarily for the student who needs a foundation in algebra and trigonometry for the study of calculus. The concept of function and graphical representation of functions is stressed. Topics covered include: real numbers; algebra of real numbers including equations and inequalities; functions and their graphs including polynomial, rational expressions, logarithmic and exponential, trigonometric; algebra of the trigonometric functions including identities, equations, polar coordinates, complex numbers, systems of equations.

MATH 2124 - Statistical Methods & Analysis, 4 Credits

Course Attributes: Gen. Ed. - Math, Liberal Arts and Science

This is a one-semester (non-calculus based) course that covers descriptive as well as inferential statistics. Included are topics on collecting, organizing, and summarizing data. Other topics include correlation and regression, probability, normal and binomial probability distributions, normal approximation to the binomial, central limit theorem, confidence intervals, hypothesis testing, and nonparametric statistics.

MATH 151 - College Calculus I, 4 Credits

This course is an introduction to limits, differentiation, and integration of functions of a single variable, with applications. Four years of high school preparatory mathematics strongly recommended.

AP Computer Science Principles

AP Computer Science Principles (AP CSP) is a full-year course that introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. The course covers a broad range of foundational topics including: programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The primary languages for the course are Scratch and Python. Successful completion of Algebra 1 is suggested.

Science

Earth Science

Earth Science studies the fundamentals of science and their applications to better understand our planet. One of the requirements of this course is that the student shall have successfully completed at least 1200 minutes of laboratory work, and shall have written reports verifying this work

Units of study include:

Earth Dimensions

Rocks, Minerals and Resources

Dynamic Crust- Earthquakes and Earth's Interior

Surface Processes and Landscapes

Earth History

Meteorology and Atmospheric Energy

Water Cycle and Climate

Astronomy

Environmental Awareness

Living Environment

The focus of this course is to develop student's understanding of the structures and functions of living things and their ecological relationships. Through hands-on laboratory experiences, as well as lectures and cooperative group instruction, students will apply content to everyday situations. All students will be expected to participate in labs, and must successfully complete 1200 lab minutes, which includes four required state labs to sit for the regents. Review classes will be offered for the Regents during May and June. All students are strongly encouraged to attend these as well.

Living Environment A

Living Environment-A is the first year of a two-year course leading to the Regents exam at the end of the second year. First-year topics include The Science of Biology, The Chemistry of Life, Ecology, Cell Structure and Function, Photosynthesis, Cellular Respiration, Cell Growth and Division and Evolution. Approximately 15 lab activities are conducted throughout the year.

Living Environment B

Living Environment-B is a continuation of Living Environment A. Second year topics include: Genetics, Biotechnology, Homeostasis, Nervous and Hormonal Regulation, Animal Behavior, Excretion and Water Balance, Human Reproduction, Wellness and Fitness, Disease and Immunity. Approximately 15 lab activities are conducted throughout the year. Students must take the Regents exam at the end of this course

Chemistry

The Regents chemistry course is designed as an introductory course for students who are average or above average in ability, and who probably will be taking more chemistry courses in the future. Students are provided with principles basic to man's understanding of his environment. This course provides students with the unifying principles of chemistry, together with related facts. Lab experiences are designed to encourage students to search for relationships. By stressing analysis of quantitative laboratory exercises, concepts of precision and accuracy are strengthened. Placement in this course is based on an 85 or better final average in Algebra II/Trig and/or teacher recommendation. A minimum of 1200 documented lab minutes are required to take the Regents examination.

Business

(Some business courses are offered every other year. Please check with School Counselor for course availability.)

9th Grade Computer Apps

Designed to reinforce students' knowledge of keyboarding technique to increase speed and accuracy; create any document using Microsoft Word and Publisher a real-world business might need; employ proper netiquette, and conduct research effectively using the internet. Instruction and learning will be accomplished through a series of individual lessons and use of integrated Microsoft Office projects.

10th Grade Computer Apps

Designed to reinforce students' knowledge of spreadsheets, slide presentations and databases in addition to increasing speed and accuracy in keyboarding. At the conclusion of this course, students will be able to create real-world documents using Microsoft Excel, Access, and PowerPoint. Instruction and learning will be accomplished through a series of individual lessons and use of integrated Microsoft Office projects.

Career and Financial Management

This is a 20-week introductory course in business education designed to give the student an overview of what careers are available in the working world. The class also moves the student toward developing positive realistic goals necessary for life decisions. The student is also presented with expectations of the working citizen. Students may be required to complete a research paper on a possible career choice. Other projects might include filling out a job application, preparing a cover letter, resume, and follow-up letter. The course also covers such personal resource management activities as budgeting, purchasing financial services, considering credit and home mortgages, purchasing insurance as well as time management.

Accounting

This course is designed to provide students with an understanding of basic accounting principles and procedures utilized by businesses that operate in the private enterprise economy of the United States. We will begin with the basic accounting equation and work through the nine steps in an accounting cycle. Through homework and application activities you will apply these steps to a business organized as a sole proprietorship, and also a merchandising business organized as a corporation.

Sport Management (Offered on a Rotation)

Sports Management is a twenty-week business course, designed to introduce the field of management, and in particular strategies related to sports. The course will start with the history of sport management, cover basic principles of management, and apply them to various levels of sports from local teams, to college, to professional levels. The course is project based, and through these projects students will learn the essentials in financing and managing the event, and managing sports facilities.

Marketing (Offered on a Rotation)

This course is designed with the goal of expanding the student's interest in marketing. Today marketing has become a vital component in the success or failure of a product that it is often considered the most important factor. In this class students will be instructed on the basic marketing foundations, and their relationship to the marketing functions. They will study how the multicultural economy in the United States effects marketing here, as well as in the global economy. They will explore the various sub-systems of marketing, including distribution, promotion, personal selling, and market research. In addition, they will be exposed to various career opportunities, which exist in each of these subsystems.

Through the use of computers and business simulations students will be able to apply the marketing concepts indicated above to current trends in the "real world."

Business Law

Business Law is a forty-week course designed to introduce students to the legal world in which they live. It is a requirement for all students who choose a business sequence at Arkport Central School.

Laws are a set of rules by which the citizens of this country are expected to live. Fifty different states, the federal courts and administrative agencies make laws. In addition, all laws are subject to judicial interpretation. As a result, exceptions, distinctions, and variations exist even in what may seem to be the simplest set of rules.

In this class students will examine what the generally prevailing view is in regard to specific laws, as well as major exceptions. Specifically, we will look at laws relating to: special groups, (minors, families, and consumers); property (bailment's, personal property, real property and landlord/tenant agreements); employment; credit; business organizations; insurance; and negotiable instruments. Through various projects students will examine current legal issues, make judgments based on fact, and present your findings to the class.

When this course is completed, students will have a better understanding of the legal world in which they live.

Foreign Language

Spanish 9/II

Will study Spanish using the Comprehensible Input based curriculum SOMOS 2, by Martina Bex. Units 1 through 7. Each unit focuses on a few key vocab phrases, a grammar concept, and an aspect of Hispanic culture. Students will be expected to be active listeners and participate appropriately in group storytelling discussions. Students will demonstrate the ability to read and write short stories, as well as speak in short conversations with the key vocab phrases. Students will read graphic novels from Señor Wooly and listen to Duolingo podcasts for additional practice.

Spanish 10/III

Will continue studying Spanish using the Comprehensible Input based curriculum SOMOS 2, by Martina Bex. Units 8 through 14. Each unit focuses on a few key vocab phrases, a grammar concept, and an aspect of Hispanic culture. Students will be expected to be active listeners and participate appropriately in group storytelling discussions. Students will demonstrate the ability to read and write short stories, as well as speak in short conversations with the key vocab phrases. We will continue reading graphic novels from Señor Wooly and listening to Duolingo podcasts for additional practice. The final for this course will be the Mid-west Regional Checkpoint B Comprehensive Examination in Spanish.

Spanish 11/ACE college credit Spanish - A student must achieve an 85 or higher on the Mid-west Regional Checkpoint B Comprehensive Examination in Spanish to qualify for ACE Spanish.

Is a two-semester course (20 weeks per semester), with the possibility of earning up to 8 Corning Community College credits (four per semester) after successful completion of both semesters. This will be a student-centered course which will utilize the Comprehensible Input based curriculum Huellas from Somewhere to Share by Carrie Toth which focuses on key vocab phrases while exploring topics of global citizenship. Following the Huellas curriculum, students working in small groups will be expected to take an active role in choosing and implementing lesson activities as well as selecting appropriate assessments. Successful completion of the first semester (SPA 2010) is a prerequisite for the second semester (SPA 2180). An Arkport semester average of 76 (C) is required to receive CCC credit for these courses.

Physical Education

The purpose of this course is designed to provide the student with the opportunity for physical, social, and mental development. Physical Education is a required course, unless, the student is excused for medical reasons by a doctor. All students are required to dress and shower for physical education. While some of the physical activities are separated for boys and girls, activities such as volleyball, table tennis, badminton, tennis, softball and gymnastics are coeducational. In the physical education program students will be taking part in various games, individual and team sports, perceptual motor skills, gymnastics, rope climbing, lifetime sports activities, etc. Some of the games and activities are soccer, speedball, touch football, basketball, volleyball, floor hockey, softball, track, etc. In the fall, students are given the New York State Physical Fitness Screening Test, to help determine his or her degree of physical fitness.

Health Education

Health

Senior High Health is a one-semester course. The general objectives of Senior High Health are the acquisition of knowledge, the establishment of practices, and the development of attitudes, which will enable the student to reach their full potential of a healthy body and mind.

Health instruction is divided into individual and classroom instruction. Occasionally, guest speakers/presenters are invited to speak to the group. The topics covered are those which the students may encounter in their lifetime; i.e., nutrition and dietary needs, mental illness, alcoholism, drug use and abuse, injury prevention through an understanding of basic anatomy and physiology, human reproduction, and causes and prevention of various diseases. Students will also participate in a CPR course and upon completion of the course will receive CPR certification.

ACE Health

ACE Health is a one-semester online course offering three (3) college credits through Corning Community College while fulfilling the Health instructional requirement for high school graduation. It is a comprehensive course addressing the current health problems facing our society, focusing on behavioral health strategies for prevention; risk reduction; and basic principles and practices involved with attaining and maintaining optimal personal health and wellness.

Students should be aware that this course is presented only online. There will be no classroom instruction. Students will be responsible for reading selections online, participating in virtual class discussions, and providing written responses to assignments. Because this course offers college credit, requirements are more rigorous than in the traditional high school health curriculum.

Electives

Studio in Art

Studio in Art is usually taken in 9th grade and is a prerequisite to most advanced art courses. This is a year-long course, where students will study all areas of art and design and will be required to keep and use a sketchbook. Class projects are designed to give students experiences in all media and applications. Art history and world trends, as well as multicultural arts, will be explored. Each student will be required to participate in the annual Art Show, which occurs in May. Those students completing and passing requirements for Studio in Art will receive one full credit.

Advanced Art I

Advanced Art I is for the motivated art student. Assignments for this class will push the students to be creative, have good craftsmanship, and to grow as individual artists. This class will work mainly two-dimensionally and will cover a variety of media and techniques, all of which will help hone the students' abilities "to see correctly." This class can be used as a portfolio preparation class for those students who are interested in pursuing art in college, as assignments are flexible to allow the students to meet the portfolio criteria of numerous colleges and various local competitions. Each student will be required to have their own space in the annual Art Show in May as well as keep and use a sketchbook. This is a full-year course worth one credit.

Ceramics

Ceramics is available to students in grades 10-12. This is a year-long, one-credit course that focuses on hand-building techniques; however, students will also learn how to throw and trim on the potter's wheel. Through creating various vessels, students will also learn glazing and firing techniques. Students will be required to use a sketchbook as they will need to plan their projects before beginning them. They will also be required to participate in the annual Art Show in May.

Advanced Art II/ACE Essentials of Art

Pre-requisite is Studio Art. This is a full-year course, worth one credit, that will explore Art & Design beyond the traditional Studio Art content. Students wishing to take this class must be willing to try new things, think abstractly, and practice art outside of the classroom. Students will learn how to use Photoshop, critique others' artwork, create a brand, and explain their own art in an artist statement. All students will be required to keep and use a sketchbook for this class as well have their own space in the annual Art Show. Upon successful completion of the course, students will earn three college credits from Corning Community College.

Independent Study

This class is given to students in their senior year who have more than three art classes under their belt and are planning on pursuing Art & Design in college.

Agriculture Studies

It is projected that by the year 2050, humans will reach a global population of nearly 10 billion (United Nations DESA). One of the objectives of this class is to discuss the potential impacts of such a dramatic increase in people, as well as some of the different methods of food production that may be practiced in order to feed us all.

On top of this, we will be discussing aspects of New York State's agriculture. Topics will include various types of animal production, as well as fruit and vegetable production. Students will be able to make a connection between local agriculture and the economic impact that it has on the community.

Above all else, it is my goal to help diminish the disconnect between consumers and agriculturists by providing accurate, unbiased information about food production.

Food Science

This course will provide learning experiences in food science and safety, which allows students to apply scientific knowledge and processes to the development and preservation of food products. Issues of food science and safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology in food science and safety practices. Units of instruction include principles of food preservation, food processing, biochemistry, food selection, and consumer health. Students develop personal viewpoints on societal issues concerning the development and preservation of food products, and make career plans in the food industry

Ag Business

Agricultural Business Foundations introduces students to business management in agriculture. Throughout the course there are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local

problems. The business plan ideas are communicated to student peers and members of the professional community.

Principles of Construction

Students in the Principles of Construction course will develop a basic understanding of how modern structures are built. They will also acquire knowledge and skills that are useful in the upkeep of a home. Topics of study include Tool/Machine Safety, Material Properties, Structural Forces, Design Layout, Concrete, Framing, and Electrical.

Ag Engineering

The technology of the agriculture industry has advanced significantly over the past few decades. This is primarily due to the diligent work of agricultural engineers. Students in Ag Engineering will learn about many of the new technological improvements such as GPS/GIS, VRI, Livestock Monitors, RAS Aquaculture, and drones. Students will learn how these advances benefit agriculture and make farmers more efficient. They will also play the role of engineer and attempt to build and improve their own solutions to modern problems in agriculture.

Environmental Science

This course is designed to engage students in the natural world around them. Course study focuses on local environments and their intricacies. Students will engage in hands on learning to increase their knowledge of the natural world around them. Topics include but are not limited to: stream ecology, white-tailed deer biology, conservation law, GIS mapping and ornithology.

Physics

The Regents physics course is designed as an introductory course for students who are average or above average in ability, and who plan on taking more physics courses in the future. Students will explore topics such as mechanics, electricity and magnetism, waves, optics and modern physics. This year long course is designed to prepare students for the Physics Regents exam. Lab experiences are designed to enhance and support learning through hands on interactions when possible. Virtual labs will be included as well when applicable. Placement in this course is based on an 85 or above in geometry and Algebra II/Trig and/or teacher recommendation. A minimum of 1200 documented lab minutes are required to take the Regents examination.

Forensics

Forensic Science engages students in an exciting world of investigation and inquiry. This unique curriculum program allows flexibility to explore aspects of various forensic science disciplines. The program module contains five units containing both skill-based and case applications that allow students to experience the wonders of science through direct, hands-on environment. A sixth unit provides a case scenario that allows students to function as actual crime scene investigators.

ACE Biology 1

General Biology I is an introductory course for science majors that is designed to provide you with the knowledge and skills necessary to succeed in upper-level biology courses or a career in the biological sciences. This course will cover a wide variety of topics, thereby giving you a solid foundation upon which to build your future in the sciences. The modern aspects and techniques of biology will be emphasized. BIOL 1510 will cover scientific methodology, biochemistry, cell structure and physiology, genetic mechanisms, plant structure and physiology, taxonomy, and bacterial, protist, fungal, and plant diversity.

Human Rights and Justice

The Human Rights and Social Justice course is drawn from the humanities, social sciences, law, fine arts and public policy to promote a critical understanding of the human rights discourse at home and around the world.

Students will learn about the forms of oppression, marginalization, and violence that concern human rights researchers and practitioners. The course also explores the political, historical and philosophical development of ideas about human rights and social justice which underpin current systems. In recognition of the importance of a globalized understanding of human rights, the course explores ideas about human rights from multi-disciplinary, multicultural and multi-religious perspectives, as well as looks at the roles of social movements, grass-roots campaigns and other actors have played in the development of human rights ideas and practices. The course employs both theoretical and practical learning methods giving participants the chance to put their learning into practice and to pursue individual areas of interest more deeply.

History of American Music

This course is designed to help students think creatively and critically about American popular music while learning about its history and the people/artists that produced it. America was trying to determine its cultural identity more and more during the mid-late 1800s and early 1900s. The rise of mass culture made America unique, and set it apart from the rest of the western world. Different genres of American music that developed would go on to change the country socially and influence the world. From jazz/blues to rock 'n roll, or soul to hip-hop, all these genres of music helped transform America into who it is today. Special attention will be given to the musical influences of European-American, African-American, and Latin American traditions, while covering a wide-range of popular music styles starting in the 19th century and continuing through the 1990s and today. American music has been a soundtrack for many historical events/eras and social movements. In general, music is the great unifier that brings people together.

Music

Chorus

Enjoy singing through active participation five days a week in the choral program. Chorus will acquaint you with a wide variety of music. Major concerts are given in December and May. Many opportunities for solo work and accompanying are available throughout the year, as well as opportunities to attend such events as Area All State, All County, and the Solo Festival

Sr. High Band

CONCERT BAND: Concert Band is open to any student in grades 7-12 who possesses the prerequisite technical and musical vocabulary skills to play a concert instrument at the Junior-Senior High level. Once a week rotating group lesson attendance is required. The Concert Band performs a wide variety of repertoire encompassing Bach Chorales, Concert & Contest Literature, Marches, Pop Tunes and Movie Medleys. Concert Band performs at Winter and Spring Concerts.

JAZZ BAND: Jazz Band is open to any student in grades 7-12 who possesses the prerequisite technical and musical vocabulary skills to play saxophone, trumpet, trombone/euphonium, drum set, guitar, bass, or piano at the Junior-Senior High level. The Jazz Band performs Jazz Standards, Rock and Pop pieces at Winter and Spring Concerts.

DRUMLINE: Drumline is open to any member of the 4-12 Concert Bands. No prior drum experience required. Drumline members learn fundamental sticking skills, drum tuning, rhythm reading, ensemble skills and performance techniques unique to the drumline. Performances at 7-9 area community events and parades throughout the year.

CHAMBER ENSEMBLES: Saxophone Quartet, Brass Quintet, Clarinet Ensemble, Percussion Ensemble, Flute Choir, and mixed duets and trios are all examples of combinations of instrumental chamber music ensembles. Chamber Ensembles are open to any student in grades 7-12 who possesses the prerequisite technical

and musical vocabulary skills to play a concert instrument at the Junior-Senior High level. These groups perform at area community events, nursing homes, and the Winter and Spring Concerts.

Career and Technical Education

The following courses are offered to Juniors and Seniors. Detail course descriptions are available in the Student Service Department at Arkport Central School. Additional information may be obtained from the ACS School Counselor.

Automotive Technology • Building Trades/Construction • Computer Information Technology • Welding • Cosmetology • Criminal Justice • Culinary Arts • Heavy Equipment
• Health Occupations • Digital Media Arts • New Visions – Medical and Human Services/Education

All students enrolling in a vocational program shall have met the following minimum academic requirements:

English – 2 credits

Sciences – 2 credits

Math – 2 credits

Social Studies – 2 credits

Physical Education – 1 credit

- * one Math Regents Exam passed
- * one Science Regents Exam passed
- * one Global Studies Regents Exam passes
- * @ one ELA Regents Exam passed
- * @ one United States History Regents Exam passed
- * or official equivalency passed (504, CSE)

@ *for students entering vocational programs as a senior only*

High School - Summer School

In grades 9-12, summer school provides an opportunity for students to earn credit for a course they may have failed during the school year. Summer school is not for initial instruction. The grade a student earns in summer school will be looked at separately from the regular school year grade. Summer school grades will not replace grades from the regular school year. Instead, both classes will appear on a student's permanent record and all school transcripts. Attending summer school is always optional for students. If a student chooses not to attend summer school, the amount of time it takes that student to complete their graduation requirements may be extended.

Arkport Central School District Mission Statement

At Arkport Central School we teach to motivate and equip learners to achieve their maximum potential and prepare them for tomorrow's challenges.

Board of Education Mission and Vision

The Arkport Central School District School Board is committed to making our district one where all students receive a quality education. Enhancing opportunities for schools and classrooms will be our first priority. As policy makers, this Board is responsible for providing a sound, basic, quality education for all students by promoting commitment and creative academic performance.

The Board, as community leaders, shall provide open dialogue with mutual respect, working with the Superintendent and local government, securing sufficient resources and serving as advocates for the district.

Academic Eligibility

Please refer to the District RTI (Response to Intervention) Plan for a description of the Eligibility policy.

7-12 Student Services Program Overview

Grades 7 through 8

Junior high school is very important time for students to transition from elementary school to high school. The guidance counselor is very instrumental in helping with this transition. The guidance counselor monitors student performance, serves as a liaison between teachers and parents, explains promotional requirements, arranges parent/teacher conferences, identifies at risk students based on performance and teacher/parent observations and provides social and emotional support for students and their families.

Grades 9 through 12

High School is the critical time for students to develop their academic skills and make important decisions about their future. The guidance counselor assists each student in developing a degree plan suited to the students' interests, abilities and goals for their future. The process of achieving a high school diploma involves a great deal of decision-making. The guidance counselor provides support for students and parents by explaining the many different academic choices a student has while in school. The responsibility of the guidance counselor is to ensure that each student and all parents understand the state and local requirements that each student must fulfill to receive a diploma. Each student had several opportunities to discuss his/her individual plan with guidance counselor periodically throughout the school year. Parents are encouraged to participate in the process and students are encouraged to communicate their plans and goals to their parents. The goal of the guidance counselor is to develop a partnership between the student, parent(s), and the school to ensure that the student receives the support they need to be successful.

Assessment devices such as the PSAT, SAT and ACT are used to help students understand their abilities, strengths, weaknesses and to qualify for continued education. As the process of achieving a high school diploma nears an end the guidance counselor assists students and parents in the transition process from high school to the students' next phase in life. This phase may entail furthering their education, enlisting in the military or entering the world of work. The guidance counselor provides information and support for parents and students to help with the transition process. The guidance counselor assists with college applications, financial aid forms, letters of recommendations, scholarship information, recruiter interviews, resumes and interviewing skills. The guidance counselor assists each student with any aspect that is required for him/her to successfully transition from high school.

When personal issues or problems impact a student's school life the guidance counselor is available for personal, individual or family counseling. The guidance counselor values the link between home and school and welcomes the opportunity to meet with parents to discuss any issues concerning their child.

The Guidance Department is a resource for all students, parents and teachers to help ensure that the school environment is a safe, positive atmosphere that promotes learning.

Intervention Services

Math intervention by appropriately certified teacher

Reading intervention by appropriately certified teacher

Science and Social Studies intervention by app appropriately certified teacher

After school instruction by classroom teacher

Periodic vision and hearing screening
Informal counseling and support groups
Consultative model of service delivery the school psychologist and school counselor
Co-teaching model of instruction within the classroom
Periodic assessments of students by their classroom teachers employing the learning standards rubrics
Supported academic labs
Parent-Teacher meetings and collaboration facilitated by the counselor or principal
7-12 guidance plan
Computer assisted review, drill and reinforcement in content area skills

Comprehensive Attendance Policy

The Arkport Central School District consistently maintains a 95% daily attendance rate, and this is our expectation for all of students. We recognize and appreciate there will be times when students are unable to attend school due to illness or family situations, and we expect that students will not attend during these situations. The information below outlines the responsibilities and expectations regarding attendance for all stakeholders involved.

Objectives

The objectives of the Comprehensive Attendance Policy are:

- to accurately track the attendance, absence, tardiness and early departure of students to and from the school;
- To ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards;
- to track the student location for safety reasons and to account to parents regarding the location of children during school hours.

Definitions

Whenever used within the Comprehensive Attendance Policy, the following terms shall mean:

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absent: The pupil is not present for the entire period of the pupil's scheduled instruction.
3. Tardy: The pupil arrives later than the starting time of the pupil's scheduled instruction.
4. Early departure: The pupil leaves prior to the end of the pupil's scheduled instruction.
5. Excused: Any absence, tardiness, or early departure for which the pupil has a valid school approved excuse. Such excused non-appearance shall include: personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, college visits if approved in advance by the principal, military obligations, music lessons, absences approved in advance by the principal, and other reasons as may be approved by the Commissioner of Education.
6. Unexcused: Any absence, tardiness or early departure for which the pupil has no valid school approved excuse. Such unexcused non-appearance shall include shopping trips to the local mall, family vacation, oversleeping, skipping class, and any other absence that is not excused.

Coding System

The following coding system shall be used to indicate the nature and reason for a pupil's missing all or part of scheduled instruction:

EX = excused (legal)
AILL = unexcused (illegal)
ISS = suspended (in school)
OSS= suspended (out of school)
TU = tardy unexcused (illegal)
TE = tardy excused (legal)

The time that the pupil arrived or departed will be recorded next to the entry code describing the nature and reason for the student missing all or part of scheduled instruction.

In order to encourage student attendance, the following strategies and incentives shall apply:

Minimum Attendance for Course Credit

- a. A student will be allowed absences of up to 5 days for a 10-week course, up to 10 days for a twenty-week course and up to 20 days for a year-long course in order to earn credit for the course. Any excused absence, for which the student has completed assigned make-up work, will not be counted as an absence for the purposes of determining whether the student has attended sufficient classes to receive course credit under this provision.

For the purposes of minimum attendance requirements, a student shall not be counted as present for a class if the student misses more than 10 minutes of class, whether through tardiness or early departure.

Students of compulsory attendance age suspended from school instruction may not be marked as absent unless they fail to attend scheduled alternative education on that day.

Students over the compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative education shall count as an absence.

- b. In order to prevent loss of credit for failure to attend, the district will take the following steps:
When a student has been marked as absent for 2.5 days of the scheduled classes for a 10-week course, 5 days of the scheduled classes for a twenty-week course and/or 10 days of the scheduled classes for a full year course, the district shall notify the student and his parent(s) or persons in parental relation that the student is approaching the limit of absences for losing course credit for failure to attend class. The notice will include the school's attendance for credit policy, the actual number of classes the student may miss before forfeiting the right to earn credit, and the actual number of classes missed to date.

Notice of Absences

The pupil's parent(s) or person in parental relation shall be notified of a pupil's unexcused absence, tardiness or early departure according to the following:

1. Where a pupil has not been marked as present for the first period of scheduled instruction and the school has not been previously notified of the absence, the district shall attempt to contact the pupil's parent(s) or person in

parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school.

Incentives

District teachers shall work with the Building Principal and Attendance Clerk to create and implement classroom-based and school-wide incentive programs for excellent attendance, including but not limited to additional privileges.

Intervention Strategy Development

The Building Principal shall meet each marking period with the Attendance Clerk and other administrators and teachers as the Principal determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods. Where the Principal determines that existing intervention policies or practices are insufficient, the Principal shall notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.

Counseling

The District shall provide consistent counseling to students with chronic attendance problems.

Attendance Clerk

The Board shall designate a person as the Attendance Clerk. The Attendance Clerk is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance Policy.

Code of Conduct

BOARD REGULATION AND MATERIAL FOR STUDENT HANDBOOK REGARDING MATTERS THAT COULD PRODUCE DISCIPLINARY ACTION

A student shall be subject to disciplinary action in relation to the following:

- (a) Being under the influence of an alcoholic beverage, drinking an alcoholic beverage or in possession of an alcoholic beverage on school premises (including buildings or grounds) or on a bus going to or from a school function or a school-sponsored function. Alcoholic beverages shall mean and include alcohol, spirits, liquor, wine, beer and cider having alcoholic content.
- (b) The use, possession, sale or gift of any drug or controlled substance, including marijuana or synthetic substance or any instruments for the use of such drugs, controlled substance or marijuana or synthetic substance such as a pipe, syringe or other paraphernalia, while on school premises (including buildings or grounds) or on a bus going to or from a school function or school-sponsored function. Excepted is any drug taken in accordance with a current prescription signed by a physician, which, is to be taken by the particular student at the time in question. Said prescription drug is to be administered under the direct supervision of the school nurse.
- (c) Stealing, lying, cheating, plagiarism or other acts of dishonesty.
- (d) Verbal or physical intimidation.
- (e) Fighting or causing physical harm to another.

- (f) Disrespect toward a faculty member.
- (g) Possession or use of a weapon, which constitutes a firearm or destructive device, on school premises. School premises include school grounds, school buildings, or a school bus.
- (h) Possession or use of knives or other weapons not included in section (g) on school premises. School premises include school grounds, school buildings, or a school bus.
- (i) Failure to comply with the directions of a teacher, administrator or other school employee.
- (j) Engaging in acts of sexual harassment as defined in the District's sexual harassment policy.
- (k) Provisions prohibiting discrimination and harassment against any student, by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or verbal threats, intimidation or abuse, of such a severe nature that:
 - i. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 - ii. reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.
- (l) Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973.
- (m) Using in either words, clothing, or signs, profane, lewd, vulgar, abusive language or words that may incite or offend another person.
- (n) Selling, using or possessing obscene material.
- (o) Lateness for, missing or leaving, school or class without permission of a staff member.
- (p) Any willful act which, disrupts the normal operation of the school community.
- (q) The use, possession, sale or gift of a cigarette, cigar or pipe, chewing or smokeless tobacco, or substitute/electronic cigarette on school premises (including buildings or grounds) or on a bus going to or from a school function or a school-sponsored function.
- (r) Disrupting the educational process.
- (s) Interfering with the teacher's authority over the classroom.
- (t) Acting as a violent pupil.
- (u) Vandalizes school property or the property of a student or staff member.
- (v) Violates the civil rights of another student.
- (w) Violates the district's dress code.

The range of penalties that may be imposed for the conduct set forth above is as follows:

- (1) Verbal warning;
- (2) Written warning;
- (3) Written notification to parent;
- (4) Counseling;
- (5) Probation;
- (6) Reprimand;
- (7) Detention;
- (8) Suspension from transportation;
- (9) Suspension from athletic participation;
- (10) Suspension from social or extracurricular activities;
- (11) Suspension of other privileges;

- (12) Exclusion from a particular class;
- (13) Involuntary transfer;
- (14) Suspension upon instruction; or
- (15) Community Service.

When the student repeatedly is substantially disruptive of the educational process (p) or substantially interferes with the teacher's authority over the classroom (q), or is violent (r) the minimum period is suspension upon instruction for five school days as well as suspension from athletic participation and social or extracurricular activities for the period of suspension upon instruction. The suspending authority may reduce the period of suspension as specified in this paragraph for good cause shown, on a case-by-case basis, in a manner consistent with state or federal law.

Any suspension from attendance upon instruction for violation of any section may be imposed only in accordance with Education Law § 3214(3).

The type and extent of punishment for violations of all sections except section (g) and beyond the minimum in relation to sections (p), (q), and (r) shall be determined by the building principal or superintendent. Disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student.

In accordance with the Gun-Free Schools Law (20 U.S.C.A. § 3351), the Gun-Free Schools Act of 1994 (20 U.S.C.A. § 8921), New York State Education Law § 3214 (3), and this Board policy, the punishment for violation of section (g) shall be a suspension from attendance upon instruction for a period of not less than one calendar year, unless the superintendent shall determine to modify such punishment. The superintendent's determination shall be on a case-by-case basis.

The term "firearm" as used in section (g) is defined in 18 U.S.C.A. § 921 (3) and shall include any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. The term "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge or more than one-quarter ounce, mine or any device similar to any of those devices already described in this paragraph. Except that "destructive device" shall not mean any device not designed or redesigned for use as a weapon.

The superintendent shall refer a pupil who has been determined to have violated section (g) as follows:

- a) If the pupil is under 16 years of age to the Family Court in accordance with the Family Court Act, Article 3.
- b) If the pupil is 16 years of age or older to the appropriate law enforcement agency.

The term "violent pupil" is defined as follows:

A violent pupil is an elementary or secondary student under twenty-one years of age who:

- (1) commits an act of violence upon a teacher, administrator or other school employee;
- (2) commits, while on school district property, an act of violence upon another student or any other person lawfully upon said property;
- (3) possesses, while on school district property, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;
- (4) displays, while on school district property, what appears to be a gun, knife, explosive or incendiary bomb or other dangerous instrument capable of causing death or physical injury;

- (5) threatens, while on school district property, to use any instrument that appears capable of causing physical injury or death;
- (6) knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school district employee or any person lawfully upon school district property; or
- (7) knowingly and intentionally damages or destroys school district property.

The term “school function” is defined as:

All events sponsored by the school district, including for example, extra-curricular activities such as sporting events, dances and theatrical events. Students are at a school function and therefore subject to the district’s code of conduct whenever they are at any place as part of their assigned school activities. For example, this includes classes at BOCES or other campuses, as well as class field trips and any event in which the student is participating as a student of the school district.

The term “disruptive pupil” is defined as:

A disruptive pupil is an elementary or secondary student under twenty-one years of age who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

A teacher may remove a disruptive student from the classroom for a period not to exceed five class days in relation to (p) or (q).

School property or school premises means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the schools of the district or in or on a school bus.

Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter-tops, spaghetti straps, plunging necklines, (front and/or back), see through garments, and items which expose the midriff are not appropriate.
3. Recognize that tank top straps will have a minimum width of 1 inch.
4. Recognize that shorts need to have a 7 inch inseam and skirts a length of 18 inches both of which should be at least mid-thigh or they are considered inappropriate.
5. Ensure that underwear is completely covered with outer clothing.
6. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
7. Not include the wearing of hats in the school except when entering and/or leaving the school building proper. Exceptions will be made for medical or religious purposes.
8. 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.
9. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
10. Not include the wearing of outerwear (coats and jackets) in the classroom and/or in other areas of common assembly.

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

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

Dignity for All Students Act

Definitions

“School Property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

“School Function” means a school-sponsored extra-curricular event or activity (Education §11[2]).

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

“Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Emotional harm” that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

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

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

“*Harassment/bullying*” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber bullying as defined in Education Law §11(8), that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

“*Cyber bullying*” means harassment/bullying, as defined above, through any form of electronic communication.

Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to:

race

color

weight

national origin

ethnic group

religion

religious practice

disability

sex

sexual orientation

gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).

Essential Partners

Students

Participate in all district activities on an equal basis regardless of their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

Proceed in a safe, supportive and orderly school atmosphere without the fear of threat to their well-being.

Promote a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.

Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.

Parents or Persons in Parental Relation

Encourage compliance with the Dignity for All Students Act (DASA) mandates

Know school rules and help their children understand them so their children can help create a safe, supportive school environment.

Help their children deal effectively with peer pressure.

DASA Coordinator

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;

Oversee and coordinate the work of the district-wide and building-level bullying prevention committees;

Identify curricular resources that support infusing civility in classroom instruction and classroom management and provide guidance to staff as to how to access and implement those resources;

Coordinate with the Professional Development Committee training in support of the bullying prevention committee;

Be responsible for monitoring and reporting on the effectiveness of the district's anti-bullying, harassment and discrimination policy and regulations (DASA policy);

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students and staff.

DASA Reports/Complaints Coordinator

Receive and process all reports/complaints and forward them to the DASA coordinator

Teachers

Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex which will strengthen students' self-concept and promote

Know school policies and rules, and enforce them in a fair and consistent manner.

Communicate to students and parents:

Course objectives and requirements

Marking/ grading procedures

Assignment deadlines

Expectations for students

Classroom discipline plan.

Model civil and respectful behavior at all times.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

School Counselor/School Psychologists

Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Assist students in coping with peer pressure and emerging personal, social and emotional problems.

Initiate teacher/ student/ counselor conferences and parent/ teacher/student/counselor conferences, as necessary, as a way to resolve problems.

Model civil and respectful behavior at all times

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Principals

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Ensure that students and staff have the opportunity to communicate regularly with the principal.

Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.

Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

Model civil and respectful behavior at all times.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
Address personal biases that may prevent equal treatment of all students and staff.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

Superintendent

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

Model civil and respectful behavior at all times

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students and staff.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention in a timely manner.

Board of Education

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any

Prohibited Conduct

To comply with the Dignity Act, the list of prohibited conduct should be amended to include behaviors that negatively impact the school environment, such as harassment, discrimination, and bias harassment. Although they are not explicitly defined in the Dignity Act, bullying, which is most often viewed as a type of harassment, and cyber bullying, which is harassment that occurs through electronic methods, fall within the scope of the Dignity Act and should be prohibited as well. A district's code of conduct should explicitly protect those students most vulnerable to harassment and discrimination, as listed under the definition of "harassment."

Disciplinary and Remedial Consequences

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

peer support groups;

assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;

corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;

engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;

supportive intervention and/or mediation where constructive conflict resolution is modeled;

behavioral assessment or evaluation;

behavioral management plans or behavior contracts, with benchmarks that are closely monitored;

student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Reporting Discrimination, Harassment and Bullying

School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.

The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.

Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

Non-Retaliation

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by a student and/or an employee, on school grounds or at school functions, who, acting reasonably and in good faith, either reports such information to school officials, to the Commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from the making of such a report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Districts, BOCES, and charter schools and their respective employees are prohibited from taking, requesting or causing a retaliatory action against any such person, who, acting reasonably and in good faith, either makes such a report

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Arkport Central School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Arkport Central School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Arkport Central School to include this type of information from your child's education records in certain school publications,

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;

Graduation programs; and
Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Arkport Central School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 30, 2022**. Arkport Central School has designated the following information as directory information:

Student's name
Participation in officially recognized activities and sports
Address
Telephone listing
Weight and height of members of athletic teams
Electronic mail address
Photograph
Degrees, honors, and awards received
Date and place of birth
Major field of study
Dates of attendance
Grade level
The most recent educational agency or institution attended

Notification of Rights Under FERPA For Elementary And Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the Superintendent of Schools a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing

regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Notification of Rights Under The Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

Political affiliations or beliefs of the student or student's parent;

Sex behavior or attitudes;

Illegal, anti-social, self-incriminating, or demeaning behavior;

Critical appraisals of others with whom respondents have close family relationships;

Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

Religious practices, affiliations, or beliefs of the student or parents; or Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

Any other protected information survey, regardless of funding;

Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

Protected information surveys of students;

Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Arkport Central School has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Arkport Central School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Arkport Central School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Arkport Central School will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

Collection, disclosure, or use of personal information for marketing, sales or other distribution.

Administration of any protected information survey not funded in whole or in part by ED.

Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Arkport Central School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

Political affiliations or beliefs of the student or student’s parent;

Mental or psychological problems of the student or student’s family;

Sex behavior or attitudes;

Illegal, anti-social, self-incriminating, or demeaning behavior;

Critical appraisals of others with whom respondents have close family relationships;
Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
Religious practices, affiliations, or beliefs of the student or parents; or
Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Acceptable Use Policy – Computer Technology

In a free and democratic society, access to information is fundamental to citizenship and the foundation for further educational attainment. The Board of Education recognizes that as computers, telecommunications and other new technologies change the ways that information may be accessed, communicated and transferred, those changes may also alter instruction, staff and student learning. The Board generally supports access by staff and students to rich information resources along with the development of appropriate skills to analyze and evaluate such resources.

Telecommunications, because it may lead to any publicly available information server in the world, will open class rooms to electronic information which may not have been screened prior to use by staff or students of various ages. The Board believes that the benefits to staff and students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. The Board expects the staff to integrate resources which has been gathered through telecommunication, electronic information sources, and networking services into the curriculum.

While computers and the district-area network are provided for staff and students to conduct research and communicate with others, access to such will be provided to staff and students who shall act in a considerate and responsible manner.

Based on needs determined by designated staff, independent student use of telecommunications and electronic resources may be permitted upon demonstration of proficiency. Student use of these resources shall require submission of permission forms and agreement forms by the parent and by the student. Arkport Central School supports and respects each family’s right to decide whether or not to apply for Internet access while at school. Parents are ultimately responsible for setting and conveying the standards what their children should follow when using telecommunications and electronic information sources.

The Board of Education authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

Acceptable Use Policy Regulations for Arkport Central School

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet, a network or networks, allows people to interact with hundreds of thousands of networks and computers. It is a general policy that all computers used are to be used in responsible, efficient, ethical and legal manner. Failure to adhere to the regulations and guidelines as described below will result in the revocation of access privileges

The use of equipment, computers, network resources and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. No reasonable expectation of continued use of access shall exist. The administration of Arkport Central School may deny, revoke, or suspend specific user accounts/access.

The Arkport CSD provides all necessary hardware and software needed for the purposes of teaching and learning and students are expected to use school-issued devices and programs for all school-related activities. The use of your account and/or access must be consistent with the educational objectives of Arkport Central School. Non-educational games and social media are prohibited.

To transmit or knowingly receive any materials in violation of any United States, New York, or Arkport Central School regulation or law is prohibited. This includes, but is not limited to, the following: copyrighted material, threatening, harassing, pornographic, obscene, or profane material, materials related to the illegal use or manufacture of restricted substances, defamatory or discriminatory material, or material protected by trade secret.

Extensive personal use is prohibited.

Chatting, journaling, and blogging are prohibited unless assigned as a classroom activity.

During class time, students must have permission from the classroom teacher in order to access the Internet.

Students are to immediately report accidental entry into an unacceptable site to the teacher, librarian, or staff member on duty. Just because the filter did not block a site does not automatically make that site acceptable.

Netiquette – You are expected to abide by the generally accepted rules of Netiquette. These include, but are not limited to, the following:

- Be polite. Do not be abusive in your message to others.

- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language, material or images.

- Do not reveal your full name, phone number, or home address, or those of others when using the Internet.

- Note that electronic mail (e-mail) and other computer use or storage is not guaranteed to be private or confidential. Network or other computer use or storage areas are and will be treated as school property. Computers, files and communications may be accessed and reviewed by district personnel and may be accessed by other computer users.

- Do not use computers or the network in such a way that you disrupt the use by other people. Talk, Write or Chat commands may be intrusive and should be only used after receiving permission from the other party. Chain letter and in Inter-Reply Chat are misuses of the system.

- Permission of the supervising staff member must be obtained before downloading software or large files.

- Disk space is limited. Remove outdated or unneeded files promptly.

Students found guilty of vandalism will lose Internet privileges and may be subject to criminal or civil prosecution. Parents and/or guardians are financially responsible for acts of vandalism committed by their children. Vandalism is defined as any malicious attempt to harm or destroy data or hardware on this system or any other system.

Respect the integrity of the computing system. Do not intentionally develop or activate programs that harass other users, infiltrate a computer system or alter the software components of a computer or system. This includes but is not limited to: revealing, or attempting to learn or use other user's passwords, spreading viruses, attempting to hack into restricted systems or attempting to use administrative commands.

Only public domain files and files in which the author has given expressed written consent for online distribution, may be uploaded to the system. Students and teachers may download copyrighted material only for their own use following the fair use provisions in the U. S. Copyright Law.

Security of any computer system is essential. Access to electronic resources is intended for the exclusive use of authorized individuals. If you feel you can identify a security problem on the Internet, you must notify a system administrator or faculty member. Do not demonstrate the problem to other users. Do not use another user's account or share your account. Doing so will result in the loss of privileges for both parties. Any problems which arise from the use of an account, are the liability or responsibility of the account holder or user. All account holders or users hereby release Arkport Central School from any and all claims or damages of any nature arising from their access, use, or inability to access or use computers or the networking system and by obtaining an account or use of the computers or network system agree to such and agree to indemnify and hold harmless from same. Arkport Central School makes no warranties of any kind for the information or the services it is providing.

Failure to abide by these regulations, as determined by the Arkport Central School Administration, will result in suspension of a student's computer privileges, as well as other possible disciplinary action.

Notice of Non-Discrimination

The Arkport Central School District is committed to a policy of non-discrimination and to the provision of equity in its educational programs, services and activities for all students and employees.

The District does not discriminate in employment or in the education programs and activities which it operates on the basis of race, color, national origin, religion, including attire, clothing or facial hair dictated by race or religion, ethnic group, marital status, military status, sex, age, weight, criminal history, sexual orientation, gender identity or expression, religious practice, disability (including but not limited to gender dysphoria), domestic violence victim status, or predisposing genetic characteristic in violation of Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 12111 et seq. known as the Americans With Disabilities Act or § 504 of the Rehabilitation Act of 1973, New York State Human Rights Law, and The Boy Scouts of America Equal Access Act of 2001.

Extra-Curricular Activity Handbook

We are firmly committed to the belief that academic achievement of students is the single most important reason for the existence of our schools. While formal instruction occurs in the classroom, a well-rounded education extends to lessons learned on the athletic field and through active participation in other extra-curricular activities as well.

The purpose of this handbook is to help insure that the students at Arkport Central School and the person(s) in parental relationship to him or her understand the basic rules, regulations, and guidelines that our students are expected to know and follow in regard to participation in extra-curricular activities.

It is impossible to address all situations in this handbook. Therefore, if an unaddressed situation occurs the activity advisor should be consulted for clarification as soon as possible. Should the decision of the activity advisor be deemed unacceptable, the student will maintain the right of appeal through the Principal, Superintendent and Board of Education as per district policy.

Definitions

Extra-Curricular Activities are activities which are sponsored by the school and which do **not** bear course credit.

EXAMPLES (this is not an exhaustive listing):

Extracurricular

Inter-Scholastic Athletics

Marching Band - Color Guard

Choraliers

Yearbook

National Honor Society

Arkport Academic Society

Drama Club

Student Government

Literacy Volunteers

Library Council

Academic All-Stars

Dances

Art Club

Robotics

Some Safety Rules

The following list of general safety rules must be followed:

- A. Be sure you feel well before you participate in any kind of activity. It is necessary to notify the advisor if you do not feel well.
- B. Acquaint yourself with the rules that pertain to your particular activity. Discuss them with the advisor if you have any questions.
- C. Never engage in "horse play" or risk injury by reckless behavior.
- D. Always wait for your advisor before you begin any activity. This will ensure proper supervision.
- E. Be sure to report any injury you receive to your supervisor no matter how trivial you may think the injury is.
- F. Use of tobacco, drinking of alcoholic beverages, association with or use of drugs hinder peak performance and are absolutely forbidden and are grounds for disciplinary action.

Expectations of Student Conduct

Our students represent the school and the community. Therefore, when a student decides to participate in our extra-curricular program he/she must accept responsibility for behaving properly at all times. We expect our students to exhibit good citizenship both in and out of school. This means compliance with both school rules and with civil/criminal law. Offenders will face disciplinary action, which may include dismissal from the activity.

A. Use of Tobacco, Alcohol or Drugs

No participants in an extra-curricular activity may use tobacco, alcoholic beverages or drugs during the activity period. This is defined as the first day of a practice or meetings through the last event scheduled for the activity. Any person observing a violation of this rule should report the violation to the advisor or to an administrator for a prompt investigation of the matter.

Activity participants who are present at a function where illegal activity is taking place (alcohol, drugs, etc.) will face the same penalty as though they were drinking, using drugs, etc. Should a student encounter a situation where an illegal activity is taking place that student must immediately leave the premises and notify the activity advisor of the circumstances as soon as possible.

Penalties: A confirmed violation shall cause the student to be removed from the extra-curricular activity for the remainder of the activity period.

B. Improper Conduct

Abusive or foul language, fighting, arguing with instructors, or any unacceptable conduct will not be tolerated. Offenders will be removed from the activity and may be suspended from the group. Vandalism and stealing, cheating or other forms of dishonesty will result in suspension from the group. A member who destroys property or causes malicious damage at our school or at another school will have two (2) weeks to pay after the cost of repair or replacement is received and may be subject to further disciplinary action. If the assessment is not paid within two (2) weeks he/she will not be allowed to participate as a member of the group until the assessment is paid. His/her report card will also be withheld until the assessment is paid.

C. Attendance at Practice/Meetings

Each activity member is expected to be on time and present at every practice session/meeting unless absent from school or personally excused by the advisor.

Penalties: To be determined by activity advisor and distributed in writing to all participants.

D. Late for Practice/Meetings

Students are expected to be on time for practice/meetings unless arrangements have been made with the advisor.

Penalties: To be determined by the activity advisor and distributed in writing to all participants.

E. Eligibility to Participate on a School Day

1. The student should be in school for the full day to participate in an extra-curricular activity.
2. Other Authorized Reasons - Students may participate in an activity even though he/she is not in school all day provided he or she has an acceptable and verifiable excuse. (Examples: Funeral Attendance, Driver's Test, College Interview, etc.) The Principal or his designee will make the decision about the excuse and the advisor will be contacted in regard to the decision. The student should try to obtain prior approval for the exception.

TRANSPORTATION

- A. Students may not drive cars to away events. Students must ride the activity bus. If a student cannot ride to an event on the activity bus, prior approval from the principal or his designee must be obtained. Permission will only be granted under extraordinary circumstances.
- B. Students must ride on the activity bus back from an away event. Exceptions are:
 1. A student whose parents or guardian personally contacts the advisor at the activity may ride home with their parents or guardian.
 2. A student who wishes to ride home with another parent must have verbal permission from the parent or guardian through contact with the advisor and a written permission slip from the parent or guardian. In

addition, the parent driving must also make personal contact with the advisor of the event at the conclusion of the event.

3. No student will be allowed to ride home with a relative other than parent or guardian unless there is both verbal and written consent from a parent or guardian. Prior approval must be submitted to and approved by the principal or designee.

4. If a student violates rule 2 or rule 3, that student will be removed from the activity.

- C. The noise level on the bus must not distract the driver.
- D. Passengers must remain quiet while the bus is crossing railroad tracks.
- E. Passengers must stay in seats while the bus is in motion.
- F. Yelling out of windows is not permitted. Healthy food and drink may be consumed on the bus. The group will be responsible for making sure the bus is clean after returning to Arkport.
- G. The driver is in charge while the students are on the bus.

ACTIVITY - SPECIFIC RULES

Each advisor is authorized to enforce reasonable rules for his or her group concerning such things as dress, physical appearance, curfew, etc. These rules are not included in this handbook. The adviser will give them to you in writing at the start of the activity period.

ACADEMIC ELIGIBILITY

All students are encouraged to participate in interscholastic and extra-curricular programs. An extra-curricular program is defined as a school sponsored activity for which academic credit is not granted.

In order to participate in an extra-curricular activity a student must not be declared "ineligible." The procedure is outlined in the Student Handbook.

ARKPORT CENTRAL SCHOOL
35 East Avenue
ARKPORT, NEW YORK 14807-0070

PHONE 607-295-7471
FAX 607-295-7108
<http://www.arkportcsd.org>

2022-2023 School Year

Dear Parent/ Guardians:

Student Handbooks were handed out, reviewed and discussed. This handbook contains the school's policies regarding rules, discipline, course description, technology acceptable use, athletics and other useful information.

Please take a few minutes to read the handbook and discuss the contents with your child(ren).

Finally, please sign and date the bottom of this letter and have your student return it to Mrs. Buckley in the Student Services Office.

Thank you for your continued support,

Koby Hahn
7-12 Principal

I have read and have discussed the Student Handbook with my student.

Parent/Guardian Signature

Student's Signature

Student Print Name

Grade

The Student Athlete - Parent Handbook

REFER TO THE NEW 2022-23 REVISED ATHLETIC HANDBOOK.