

2026-2027 STUDENT PLANNER

LYNCOURT

Be Safe • Be Respectful
Be Responsible • Be Kind



SCHOOL

LYNCOURT UNION FREE SCHOOL DISTRICT

ADMINISTRATION

James J. Austin, Superintendent

Kimberly A. Davis, Principal

Catherine Mahoney, Director of Special Education

David Shaw, School Business Administrator

Amy Rotundo, District Curriculum & Data Coordinator

Brian DeBoyace, Director of Technology & Innovation

2707 COURT STREET, SYRACUSE, NY 13208

PHONE: (315) 455-7571

FAX: (315) 455-7573

WWW.LYNCOURTSCHOOL.ORG

STUDENT PLANNER

Property of:

Name _____

Address _____

City _____

Zip _____

Phone # _____

Teacher _____ Grade _____

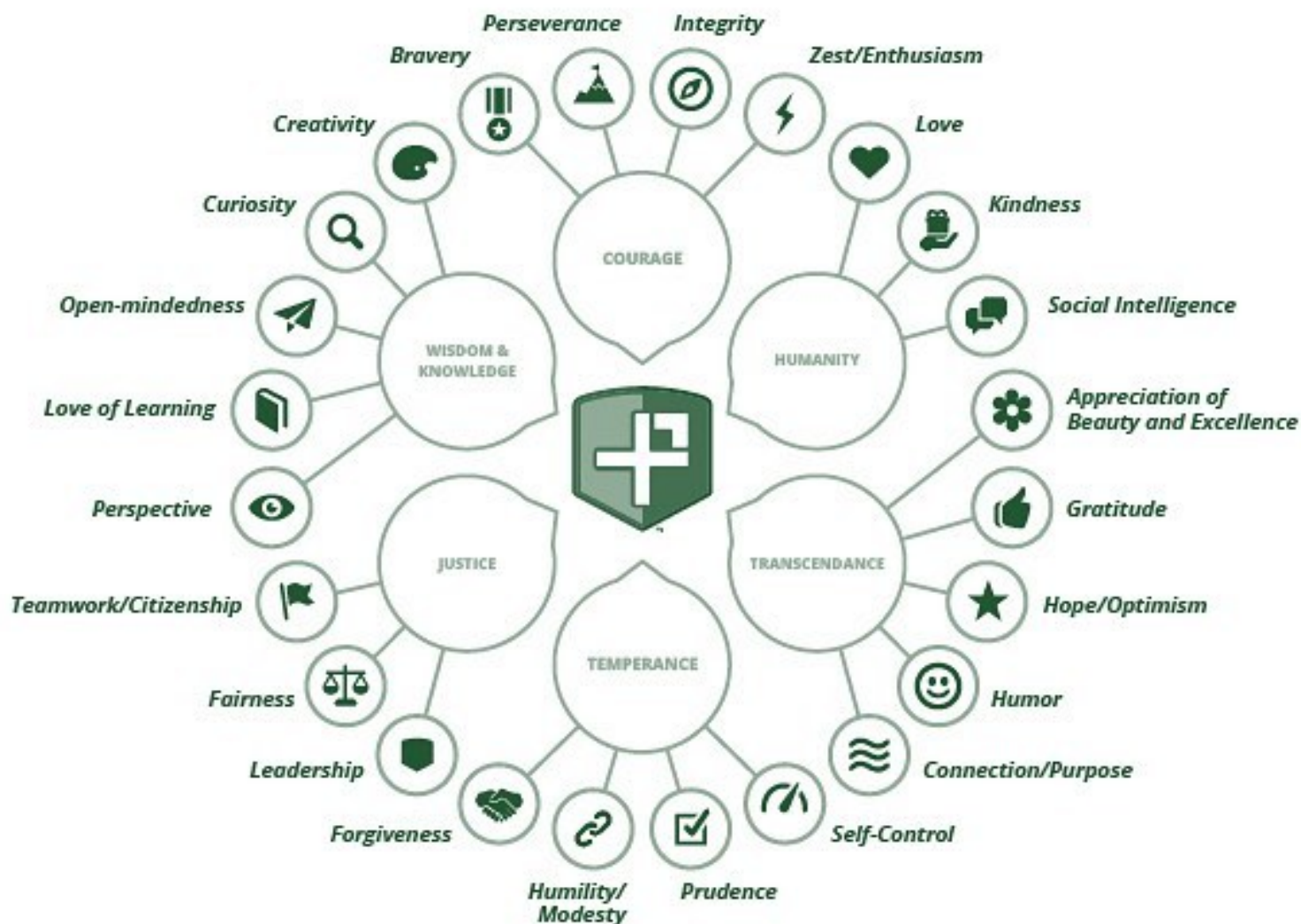




2025-26 P2 Calendar

September 8-12	Intro Week - Other People Mindset (OPM)
September 15-19	Curiosity
September 22-26	Teamwork
September 29-October 3	Open-Mindedness
October 6-10	OPM - Being present and giving others my attention
October 13-17	Integrity
October 20-24	Creativity
October 27-31	OPM - Knowing my words and actions affect others
November 3-7	Bravery
November 10-14	Wildcard/MakeUp
November 17-21	Gratitude
November 24-25	Gratitude
December 1-5	Kindness
December 8-12	OPM - Supporting others when they struggle
December 15-19	Self-Control
January 5-9	Optimism
January 12-16	Prudence
January 19-23	Perseverance
January 26-30	Social Intelligence
February 2-6	Forgiveness
February 9-13	Love
February 16-20	OPM - Cheering others' success
February 23-27	Humility
March 2-6	Love of Learning
March 9-13	Perspective
March 16-20	OPM - Identifying & appreciating the good in others
March 23-27	Spirit Week
March 30-April 3	Humor
April 6-10	Fairness
April 13-17	Wildcard/MakeUp
April 20-24	Appreciation of Beauty & Excellence
April 27-May 1	Purpose
May 4-8	Enthusiasm
May 11-15	Leadership
May 18-22	Wildcard/MakeUp
May 25-29	Outro Week - Other People Mindset

CHARACTER STRENGTHS AND VIRTUES



BELL SCHEDULE 2026-2027

UPK-4 th grade Arrival	7:50
5 th -8 th grade Arrival	8:10
1 st Period	8:10 - 8:52 (<i>Homeroom 8:10-8:15</i>)
2 nd Period	8:54 - 9:31
3 rd Period	9:33 - 10:10
4 th Period	10:12 - 10:49
5 th Period	10:51 - 11:28
6 th Period	11:30 - 12:00
7 th Period	12:02 - 12:44 (<i>7th/8th grade check-in 12:02-12:07</i>)
8 th Period	12:46 - 1:23
9 th Period	1:25 - 2:02
10 th Period	2:04 - 2:31
Homework Hall (5 th -8 th)	2:35-3:05

LUNCH TIMES

K/1	10:45 – 11:15
UPK	11:00 – 11:30
6 th	11:25 – 11:55
7 th /8 th	11:30 – 12:00
2 nd /3 rd	12:10 – 12:40
4 th /5 th	12:50 – 1:20

DISMISSAL TIMES

UPK – 4 th Grade Bussers	2:05
UPK – 4 th Grade Walkers & Pick-up	2:10
5 th – 8 th Grade	2:31
5 th – 8 th Grade Homework Hall Buss	(Mon-Thurs) 3:05

MISSION STATEMENT

Building Foundations for Lifelong Success.

VISION STATEMENT

Lyncourt: A Thriving Learning Community for All.

BELIEFS

We believe in order to accomplish our mission and achieve our vision, we will:

- **Prioritize Integrity, Compassion, and Student Well-being:** Always act with integrity and compassion, ensuring a safe, supportive, and healthy learning environment for all students.
- **Equity and Excellence:** Guarantee access to high-quality education, uphold high expectations for all students, and provide appropriate support to ensure each child meets established standards.
- **Foster Critical Thinking and Collaboration:** Cultivate critical and creative thinking skills, encourage collaboration and communication among students, and foster a culture of challenge and growth.
- **Community Engagement and Diversity:** Foster collaboration between families, schools, and communities to ensure student success, while creating a welcoming environment that appreciates and celebrates diversity.
- **Consistent Standards and Decision-making:** Maintain clear and consistent expectations throughout the district, basing all decisions solely on the best interests of students.

Partnerships Responsibility Integrity Diversity Excellence

ARRIVING AT SCHOOL

Students should **not** arrive on school grounds before 7:50am for Prek-4 and 8:10am for 5-8th grade. There is no supervision before these times.

After the first five (5) week Report Card/Progress Report, students in grades 6-8 who maintain a GPA (Grade Point Average) of 65 in each of their subjects may continue to leave at 2:31 pm.

Those 6-8 grade students, who do not maintain a 65 in a core class, must stay until 3:05 pm one to four days on Monday, Tuesday, Wednesday and/or Thursday.

Any 6-8 grade student may stay for academic support during 10th period Monday - Thursday.

ACADEMIC SUPPORT

Activity period begins at 2:31 p.m. It is designed for the student to:

- ◆ Receive tutorial services mandated by achievement scores
- ◆ Receive IEP mandated services
- ◆ Get extra help from teachers when needed
- ◆ Make-up homework, class work, quizzes and tests when required by a teacher
- ◆ Use the LMC for library related work
- ◆ Participate in clubs and intramural sports

If a student plans to stay for the activity period, the student should seek approval by the teacher prior to the end of 9th period. Students should not leave an assigned area without a pass. Leaving the building for any reason during activity period may result in disciplinary action. When this period is cancelled due to teacher meetings, only students participating in extra-curricular activities should remain in the building.

ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS AND EXTRACURRICULAR ACTIVITIES OR CLUBS

- 1.) If a student is failing more than one subject (as indicated by a grade of less than 65%) at the end of the first, second or third ten-week marking period, the student will be placed on academic probation. In such a case, a student may participate in activities for the next two weeks, but must stay after school at least once a week for tutorial. If at the end of the two weeks, he or she is failing two or more subjects, the student is ineligible to participate through the remainder of the marking period.
- 2.) Evaluations - Grades and or progress will be evaluated weekly.
- 3.) Special situations - Conference to be set up with teachers involved.

EXTRACURRICULAR AND ATHLETIC ELIGIBILITY

A student who is absent or who has been suspended will not participate in or attend any school activity on that day or evening. A student who is tardy prior to 11:00 a.m. generally will be allowed to participate in after school or evening school functions. Tardiness later than 11:00 a.m. generally precludes such participation. Repeated cases of tardiness may result in ineligibility in each case. Attendance on Friday is necessary for participation in a weekend school activity. These situations will be reviewed on an individual basis.

PASSES

Passes are issued by the teaching staff member in charge. Anytime a student is out of an assigned class or activity for a period the student must have a completed pass indicating the period, the day, and the issuing staff member's signature. If a student is in the hall the student should have a duly authorized pass completely filled out with the student's name, date, time, destination, and issuing staff member's signature. Students should ask for late passes whenever they expect to be late to their next class for any reason.

TARDINESS TO CLASS

Sufficient time is allowed for passing between classes. Middle School students have 2 minutes to pass between classes. Classes will begin immediately at their scheduled time. Any student arriving to class after its scheduled time is tardy. If a student is late because of being detained by another teacher, he/she must get a pass from that teacher. Students who are late for class and have no pass can be assigned a detention.

BUS TRANSPORTATION EXPECTATIONS

Transportation is a service provided by the school district. Good student conduct contributes to safety. It helps avoid accidents which may result from the distraction of the driver. In the event of improper conduct, this privilege can be denied a student. Students will....

- enter or leave the bus only when the door is fully opened.
- take turns and avoid pushing upon entering or leaving the bus.
- take a seat promptly and remain in it until the bus arrives at their stop.
- keep their feet under their seat.
- keep their hands off other people and their property.
- keep books, book bags, etc. out of the aisle.
- avoid loud, boisterous talk and other noises which distract the driver.
- use appropriate language.
- never tamper with an emergency door.
- conscientiously observe all rules and respond promptly to the bus attendant's and bus driver's instructions.

- need written permission from their parent or guardian to be dropped off at a destination that differs from their normal end of the day place of destination.
- need written permission from their parent or guardian excusing them from riding the bus.

Discipline problems will be referred in writing by the bus driver to the Building Principal. The penalty for continued misbehavior may range from suspension from riding the bus to suspension from school. All school rules apply while students are riding the buses.

When Lyncourt Union Free School District provides transportation to students for a school sponsored activity or event, it will also provide return transportation unless the parent or legal guardian of a participating student has given the district written notice authorizing an alternative form of return transportation for their student. If intervening circumstances make return transportation impractical, a chaperone or other representative of Lyncourt School will remain with the student until the student's parent or guardian has been contacted and informed of the intervening circumstances and the student has been delivered to his/her parent or guardian.

BELL-TO-BELL DEVICE BAN

In line with a new state law, students will no longer be permitted to use personal internet-enabled devices such as phones or smartwatches during the school day. This policy is designed to help limit distractions, improve learning, and support healthier school experiences for everyone. We recognize this change may take some getting used to, and our school will work to ensure a smooth transition.

CRITERIA FOR HONOR ROLL GRADES 6-8

Students who meet the following overall grade point average requirements for the 10 week marking period as well as the ensuing additional qualifications will be named to the high honor, honor, or merit roll.

High Honor	95 or above
Honor	90 to 94.9
Merit	85 to 89.9

In addition, the following qualifications must be met:

1. All marks must be 65 or above.
2. All incompletes must be made up at the discretion of that teacher.

MEDIA COVERAGE

During the school year, your child may have the opportunity to have his/her photo taken, video image and voice recorded, and/or art and written work published in connection with a school district activity or program. Your child's photo and school work may be published in local newspapers, posted on the district's Internet site, or used by the requesting organization (local TV or print media) for their programming. **If you DO NOT want your child's picture or schoolwork to be used in newspaper articles, video, and/or district publications, including our district's website, please inform the school in writing.**

REPORT CARDS & PROGRESS REPORTS

Formal report cards are issued four (4) times a year for grades K-8 and progress reports are issued mid-way between each 10 week marking period for grades 6-8. These reports reflect a student's progress for the five and ten-week marking period. The tentative dates for the end of the 5 week mid-marking and 10 week marking periods are as follows:

Progress Report Dates:	Report Card Dates
(5 Week Mid-Marking Period)	(10 Week Marking Period)
October 3, 2025	November 7, 2025
December 12, 2025	January 23, 2026
March 6, 2026	April 10, 2026
May 22, 2026	June 25, 2026

Report cards and progress reports will be sent home the following school week of attendance with 6-8 grade report cards and progress reports being mailed. Teachers will have individual conferences and/or progress reports with parents to discuss specifics of students' progress.

WHO DO I CALL...

Please follow the steps below to get pertinent information and talk to the appropriate individual.
It is important to follow these step-by-step procedures to solve any problems you may have.

Accountability for Student Learning

(NYS Assessment, Regents Exams, Local Assessments)

- Step 1: Classroom Teacher *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 3: Superintendent's Office

Athletic/ Sports Information

- Step 1: Coach *If not resolved...*
- Step 2: Athletic Director *If not resolved...*
- Step 3: Building Principal *If not resolved...*
- Step 4: Superintendent's Office

Breakfast/Lunch Programs

- Step 1: Food Service Director *If not resolved...*
- Step 2: School Business Administrator *If not resolved...*
- Step 3: Building Principal *If not resolved...*
- Step 4: Superintendent's Office

Building Use Request

(Scheduling Events in School Facilities)

- Step 1: Building Principal (request Use of Facilities Form, complete and return) *If not resolved...*
- Step 2: Superintendent's Office

Curriculum Information (Class/Course)

- Step 1: Teacher and/or School Counselor *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 3: Superintendent's Office

District Publishing

- Step 1: Secretary to Superintendent *If not resolved...*
- Step 3: Building Principal *If not resolved...*
- Step 4: Superintendent's Office

Guidance Services

- Step 1: School Counselor *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 3: Superintendent's Office

Intervention Counseling

- Step 1: School Psychologist/DASA Coordinator *If not resolved...*
- Step 2: School Counselor *If not resolved...*
- Step 3: Building Principal *If not resolved...*
- Step 4: Superintendent's Office

Medical Information

- Step 1: School Nurse *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 3: Superintendent's Office

School Information

(Learning, Code of Conduct, Expectations, Grading, Report Cards, Classroom Behavior, etc.)

- Step 1: Classroom teacher/School Counselor, *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 4: Superintendent

Special Education Information/Special Needs

- Step 1: Special Education Teacher *If not resolved...*
- Step 2: Director of Special Education *If not resolved...*
- Step 3: Building Principal *If not resolved...*
- Step 4: Superintendent's Office

Technology

- Step 1: Computer Coordinator *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 3: Superintendent's Office

Transportation Information

(Pickup, Route Problems, Bus Behavior, etc.)

- Step 1: School Business Administrator *If not resolved...*
- Step 2: Building Principal *If not resolved...*
- Step 3: Superintendent's Office

CODE OF CONDUCT

I. INTRODUCTION

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

Lyncourt Union Free School District has a long standing set of expectations for conduct on school property and at its functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, integrity, and the belief in the educational goals of the organization. The Board recognizes the need to clearly define these expectations for acceptable conduct on Lyncourt Union Free School District property, identify the possible consequences of unacceptable behavior, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“code”) and our school motto of Great Expectations for Achievement, Respect and Caring. Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on Lyncourt Union Free School District property or attending a Lyncourt Union Free School District function. The Lyncourt Union Free School District will henceforth be referred to as the Lyncourt School.

Dignity for All Students Act (DASA)

The Dignity for All Students Act (DASA), effective July 1, 2012, contains similar requirements for maintaining a positive learning environment for all students and will be integrated with the district Code of Conduct. DASA specifically prohibits bullying, discrimination and harassment by school employees and students on school property or at a school function by school employees and students based on, BUT NOT LIMITED TO, actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Also included are provisions for reporting and intervening in cases of discrimination, harassment or bullying.

Any related complaints should be brought to the attention of the Dignity Act Coordinator (DAC) to assist in implementation of DASA at Lyncourt. The DAC is responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations, including but not limited to:

- Professional development for staff members;
- The complaint process; and
- Support of the Dignity Act’s civility curriculum components.

The current Dignity Act Coordinator at Lyncourt School is Kelly Schroeter (school psychologist), kschroeter@lyncourtschool.org, 315-455-7571. The substitute DAC is Amy MacCaull (school counselor), amaccaull@lyncourtschool.org, 315-455-7571.

II. DEFINITIONS

For purposes of this code, the following definitions apply.

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

Parent means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

Lyncourt School property means in or within any building, structure, play area, parking lot or land contained within the real property boundary line of the Lyncourt School facility, or in or on a school bus, as defined in Vehicle and Traffic Law § 142.5

Lyncourt School function means any Lyncourt School sponsored extra curricular event or activity.

Violent student means a student under the age of 21 who may be described by any of the clauses below:

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

Weapon means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death when used as a weapon.

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

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five 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 Section s11[4] and 1125[3]).

Cyberbullying means harassment or bullying where such harassment or bullying, as defined below, occurs through any form of electronic communication.

Harassment and/or Bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), that

- a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- b. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

- d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

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

Bullying includes, but is not limited to, threatening, stalking, ostracizing or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including, but not limited to, intimidation through the use of epithets or slurs.

Material incident of Harassment, Bullying and/or Discrimination means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occurs off school property, and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. 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 practice, disability, sexual orientation, gender, sex or any other legally protected status.

Alcohol and Illegal Substance Use/Abuse means the possession, purchase, distribution, sale, use consumption, or being under the influence of illegal substances, alcoholic beverages, tobacco products, or drug paraphernalia on school property, on a school vehicle or at a school function.

Illegal substances include, but are not limited to inhalants, marijuana/cannabis, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs and look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized, or such are inappropriately used or shared with others, or any product or substance which, when misused, will result in an impaired or altered state. Illegal substances also include any paraphernalia related to these substances.

Tobacco Product means any vaping or nicotine-containing devices and accessories to such devices and any other tobacco-containing product in any form, as well as matches, lighters and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products.

Under the influence means if a person has used any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her/their presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and /or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

Material incident of Harassment, Bullying and/or Discrimination means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. 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 practice, disability, sexual orientation, gender, sex or any other legally protected status.

Under the Dignity Act, There are currently 11 protected classes, groups or characteristics. The Dignity Act prohibits any discrimination based on actual or perceived characteristics.

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: “White/Caucasian”, “Black/African American/African-descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States.

Color means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person’s “size”.

National Origin means a person’s country of birth or ancestor’s country of birth.

Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote “sex”.)

Gender means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote “gender”.)

Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

III. STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

It is the student's right:

It is the student's responsibility:

- | | | |
|--|--------------------------|--|
| 1) To attend school in the district in which one's parent or legal guardian resides. | <input type="checkbox"/> | To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education. |
| 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. | <input type="checkbox"/> | To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines. |
| 3) To be respected as an individual. | <input type="checkbox"/> | To respect one another, and to treat others in the manner that one would want to be treated. |
| 4) To express one's opinions verbally or in writing. | <input type="checkbox"/> | To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others. |
| 5) To dress in such a way as to express one's personality. | <input type="checkbox"/> | To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) To be afforded equal and appropriate educational opportunities. | <input type="checkbox"/> | To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |
| 7) To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability. | <input type="checkbox"/> | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | <input type="checkbox"/> | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) To be protected from intimidation, harassment, or discrimination based on actual | <input type="checkbox"/> | To respect one another and treat others fairly in accordance with the District Code of Conduct and the |

or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

IV. ESSENTIAL PARTNERS

Expectations for Parents

1. Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
2. Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
3. Insist their children be dressed and groomed in a manner consistent with the student dress code.
4. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
5. Know Lyncourt School rules and help their children understand them to maintain a safe, orderly environment in accordance with the District Code of Conduct.
6. Convey to their children a supportive attitude towards education and the District.
7. Build good relationships with teachers, other parents and their children's friends.
8. Work with our schools to maintain open and respectful communication.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are complete.
12. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Expectations for Teachers

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know Lyncourt School policies and rules and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health for safety of any students, school employee or any person who is lawfully on school property or at a school function
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for School counselor

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

Expectations for Student Support Service Personnel

1. Support educational and academic goals.
2. Know Lyncourt School rules, abide by them and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs/
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.

5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Principals

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

Expectations for the Superintendent

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

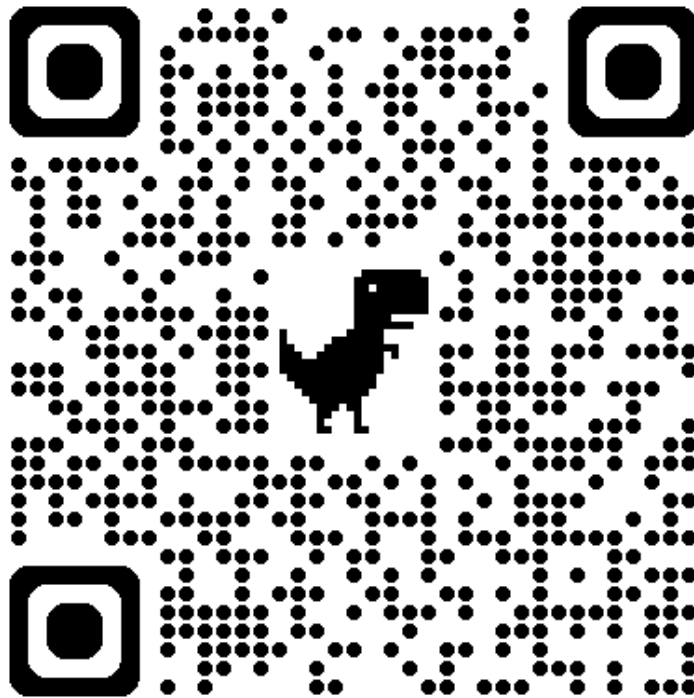
Board of Education

1. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
2. The District has established a District-level school safety plan and a building-level emergency response plan for each District school, which have been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

Lyncourt is developing a student policy for a Bell-to-Bell Device Ban as dictated by Section 2803 of New York State Education Law.

You can find the policy at:

<https://www.lyncourtschool.org/districtpage.cfm?pageid=506>



V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for Lyncourt School programs. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other Lyncourt School personnel should exemplify and reinforce acceptable attire, and help students develop an understanding of appropriate appearance in the educational 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 education process.
2. Recognize that extremely brief midriff bearing garments such as tube tops, net tops, halter tops, spaghetti straps, plunging neck (front and/or back) and see-through garments are not appropriate; no pajamas.
3. Ensure that underwear is completely covered with outer clothing.
4. Use the rule of thumb. Shorts should be long and in good taste, at least thumb length when arms are down to the side.
5. Include footwear at all times, slippers are not appropriate. Footwear that is a safety hazard will not be allowed.
6. Not include the wearing of hats/visors or inappropriate head band use in the classroom except for a medical or religious purpose, or where it is part of a uniform.
7. Not include wearing of jackets, coats, gloves, other outdoor wear when school is in session.
8. Not include items that are vulgar, obscene, libelous, or that denigrate others on account of race, color, religion, ancestry, 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 personal stereos, pagers, mobile phones or other electronic devices.

The building principal shall be responsible for informing all students and their parents of the student dress code at the beginning of the academic year and any revisions to the dress code made during the academic year.

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

Notwithstanding any provision of this section, nothing herein shall allow formal disciplinary action against students based on their natural hair texture and protective hairstyles. Also, nothing in this Dress Code will be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their gender identity, or to discipline students for doing so.

VI. PROHIBITED STUDENT CONDUCT

The Lyncourt District Board expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline. The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

A. Engage in Conduct That is Disorderly

Examples of disorderly conduct include, but are not limited to:

1. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noises, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Obstructing vehicular or pedestrian traffic.
3. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend without permission from the administrator in charge of the building.
4. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
5. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
6. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in Conduct That is Insubordinate

Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrate disrespect.
2. Being late for school or class, missing or leaving school or class without permission, being unprepared for class.

C. Engage in Conduct That is Disruptive

Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, District administrators or other District employees or otherwise demonstrate disrespect.
2. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in Conduct That is Violent

Examples of violent conduct include, but are not limited to:

1. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.
3. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
4. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon(s).
7. Using weapon(s).
8. Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer,

contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.

9. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

E. Engage in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others

Examples of such conduct include, but are not limited to:

1. Lying, deceiving or giving false information to Lyncourt School personnel.
2. Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
6. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
7. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
8. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
11. Selling, using, possessing or distributing obscene material.
12. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
13. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.

14. Possessing, consuming, selling, attempting to sell, distributing, or exchanging “look-alike drugs”; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
15. Gambling and gaming.
16. Inappropriate touching and/or indecent exposure.
17. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
18. Violating gender privacy when using school restroom facilities.

F. Engage in Misconduct While on a School Bus

It is crucial for students to behave appropriately while riding on Lyncourt School buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. Students waiting for buses when not on school property are expected to conduct themselves in accordance with the Lyncourt School code of conduct.

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.

G. Engage in Any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Altering a grade, any type of student or other records on paper or in electronic form.
4. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.

VII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any student observing a student possessing a weapon, alcohol or illegal substance on Lyncourt School property or at a LYNLCOURT SCHOOL function shall report this information immediately to a teacher, a Lyncourt School administrator, or the superintendent. Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

The building Principal, or program supervisor must notify the appropriate local law enforcement agency of those code violation that constitutes a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the code of conduct and constituted a crime.

VIII. DISCIPLINARY PROCEDURES AND PENALTIES

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

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's subsequent violations will usually merit a stiffer penalty than the first violation. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. PENALTIES

Students who are found to have violated the Lyncourt School code of conduct may be subject to the following penalties,

either alone or in combination with one another. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the students right to due process.

1. Verbal warning - Any member of the Lyncourt School staff
2. Written warning - bus driver, hall and lunch monitors, teachers, principal, superintendent
3. Written notification to parent - bus driver, hall and lunch monitors, teachers, principal, superintendent
4. Detention - teachers, principal, superintendent
5. Suspension from transportation - principal, superintendent
6. Suspension from social or extracurricular activities - principal, superintendent
7. Suspension of other privileges - principal, superintendent
8. In-school suspension - principal, superintendent
9. Removal from classroom by teacher - teachers, principal, superintendent.
10. Short-term (five days or less) suspension from school - principal, superintendent, board of education.
11. Long-term (more than five days) suspension from school - principal, superintendent, board of education
12. Permanent suspension from school – superintendent, board of education.

B. PROCEDURES

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the Lyncourt School personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the Lyncourt School personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than a verbal warning, written warning, written notification to their parents or detention are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, principal and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the students' parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver or bus aide is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, Lyncourt School will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal to discuss the conduct and the penalty involved.

3. Suspension from extracurricular and athletic activities and other privileges

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

4. In-school Suspension

The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals, program supervisors, and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." "In-school suspension" is the temporary removal of students from the classroom and their placement in another area of the school building designated for such a suspension where students will receive substantially equivalent, alternative education. The in-school suspension teacher will be a certified teacher or administrator. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher removal of disruptive students

A disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

A disruptive student can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In many instances the classroom teacher can control disruptive student behavior by using good management techniques. Occasionally, however, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students continue to learn.

A classroom teacher may remove a student from class, a forty minute period, for up to two days if the teacher determines that the student is disruptive. The removal from class applies to the class of the removing teacher only.

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

If the student does pose a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within one full school day. The teacher must complete a Lyncourt School-established referral form and meet with the principal as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the referral forms. If the principal is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or supervisor prior to the beginning of classes on the next school day.

Within one school day after the student's removal, the principal, or another Lyncourt School administrator designated by the principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal, supervisor, or the designated administrator to discuss the reasons for the removal and behavior modification(s) to remedy the cause for the removal. The written notice must be provided according to law and is reasonably calculated to assure receipt of the notice by the day after the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if Lyncourt School has been provided with a telephone number(s) for the purpose of contacting parents.

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

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

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

The principal, or his or her designee must make a determination as to whether to overturn the removal before the close of business on the day after the day of the informal hearing. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal, supervisor, or designee makes a final determination, or the period of removal expires, whichever is less. At the teacher's discretion, he or she may rescind the removal prior to the expiration of the full period of removal.

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

Each teacher must keep a complete log (on a Lyncourt School-provided form) for all cases of removal of students from his/her class. The principal, or supervisor must keep a log of all removals of students from class. Removal of a student with a disability may, under certain circumstances, constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal, supervisor or the chairperson of the committee on special education that the removal will not violate the student's rights under state or federal law or regulation. Nothing in this section of the code of conduct abridges the customary right or responsibility of a principal to suspend a student. Further, nothing in this code abridges, the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time-honored classroom management techniques such as 'time out' in an elementary classroom or in an administrator's office or sending students briefly into the hallway are not considered removals from class. The removal process should not become a substitute for good classroom management.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent, and the building principals.

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

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

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

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

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the commissioner of education. These appeals must be filed within 30 days of the decision.

If the situation warrants suspension from regular classes, the student may receive in-school or out-of-school suspension.

The return date for students is subject to change if suspension days are assigned during a weather-related school closing.

A student receiving in-school suspension will spend time in the suspension room. The student must complete all his school work during this time. **THE STUDENT WILL ATTEND NO CLASSES, NOR ACTIVITIES THAT DAY INCLUDING AFTER SCHOOL AND EVENING EVENTS OR ACTIVITIES** (this includes: Teen Timers, recreation basketball, etc.). If a student is given at home suspension, it is the parents/guardians responsibility to supervise the student. The principal has the authority to suspend students for up to five days. In doing so, school district officials shall notify the parents or the person in parental relation to the student in writing that the student has been suspended from school and the notice shall be sent by means reasonably calculated to assure receipt within 24 hours of the suspension at the last known address of the parents or persons in a parental relation to the student. Where possible, notification shall also be provided by telephone. The notice shall provide a description of the incident(s) which resulted in the suspension and shall inform the parents or persons in parental relations, to the student of their right to request an immediate informal conference with the principal at which the parent or person in parental relations may ask questions of complaining witnesses. Continued infractions of school rules will result in from one (1) to five (5) days suspension. Any student who accumulates at least one (1) full day of school suspension (inschool or out-of-school) during either twenty (20) week semester **WILL NOT BE ALLOWED TO PARTICIPATE IN OFFSCHOOL CAMPUS ACTIVITIES** during those twenty (20) weeks. Off-school activities include class trips and picnics, but do not include field trips which are part of the school curriculum. Any student receiving at least one (1) day suspension may be recommended to meet at least one time with the school psychologist.

b. Long term (more than five days) Suspension from School

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

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) days of the date of the Superintendent's decision. There will be no personal appearances before the Board; the appeal will be considered solely in writing. The Board will not convene to consider and decide an appeal unless the full record of the appeal has been compiled and provided to the Board in a reasonable amount of time prior to the next scheduled Board of Education meeting, then the appeal will not be considered and decided at that meeting. It will instead be considered at a later regularly scheduled Board meeting. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision. The return date for students is subject to change if suspension days are assigned during a weather-related school closing.

c. Permanent Suspension

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

d. Minimum Periods of Suspension

1. Students who bring a weapon to Lyncourt School property or functions

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

1. The student's age.
2. The student's grade placement.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

The superintendent is required to refer the following students to the county attorney (or the county presentment agency if not the county attorney) for a juvenile delinquency proceeding before the family court:

1. Any student under the age of 16 who is found to have brought a weapon to school, or
2. Any student 14 or 15 years old who qualifies for juvenile offender status under the criminal procedure Law.

The superintendent is required to refer students over the age of 16 or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities. A student 14 or 15 years old who possesses a firearm, machine-gun or loaded firearm (as defined in section 265.00 of the Penal Law) on Lyncourt School property (as defined in section 220.00 (14) of the Penal Law) qualifies for juvenile offender status under section 1.20 of the criminal procedure law. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

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

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

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

Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester, or three or more occasions during a trimester, will be suspended from school from 1-5 days. If the proposed penalty is the minimum 1-5 days, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum 1-5-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

IX. DISCIPLINE OF STUDENTS WITH DISABILITIES

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

A. AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES

1. For purposes of this section of the code of conduct, the following definitions apply.

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

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

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

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

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

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

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

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

4. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. CHANGE OF PLACEMENT RULE

1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:

- a. for more than 10 consecutive school days; or
- b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

1. The district’s committee on special education shall:

- a. conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 1. conducted an individual evaluation and determined that the student is not a student with a disability, or
 2. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. Lyncourt School shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

4. The procedural safeguards notice prescribed by the commissioner of education shall accompany the notice of disciplinary removal.

5. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the education law.

6. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the regulations of the commissioner of education incorporated into this policy.

7. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

8. During, any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the regulations of the commissioner of education incorporated into this policy.

D. EXPEDITED DUE PROCESS HEARINGS

1. An expedited due process hearing shall be conducted in the manner specified by the regulations of the commissioner of education incorporated into this policy, if:

- a. Lyncourt School requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where LYNCCOURT SCHOOL personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

(1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and Lyncourt School agree otherwise.

(2) If Lyncourt School personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. REFERRAL TO LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

X. CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal Punishment of any student by any district employee is strictly forbidden.

Corporal punishment means any act of physical force upon a student for the purpose of punishing that student. The term does not include the use of physical restraints, as defined in paragraph (7) of 8 NYCRR 19.5, to protect the

student, another student, teacher or any other person from physical injury when alternative procedures and methods not involving the use physical restraint cannot reasonably be employed to achieve these purposes.

XI. STUDENT SEARCHES AND INTERROGATIONS

The board of education is committed to ensuring an atmosphere on Lyncourt School property and at Lyncourt School functions that is safe and orderly. To achieve this kind of environment, any student searches and interrogations shall comply with the Policy Established by the Board of Education (See Board Policy 7330). The following is meant to be instructive of the process used for such searches and interrogations, but does not modify or alter the existing Board Policy, nor does it restrict the Board from modifying the Policy in the future.

Any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of miranda-type warning before being questioned by Lyncourt School officials, nor are Lyncourt School officials required to contact a student's parent before questioning the student. However, Lyncourt School officials will tell all students why they are being questioned.

In addition, the board authorizes Lyncourt School nurses, principals, program supervisors, and teachers to conduct searches of students and their belongings if the authorized Lyncourt School official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. An authorized Lyncourt School official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the Lyncourt School official has a legitimate reason for the very limited search.

An authorized Lyncourt School official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the Lyncourt School employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. Lyncourt School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student's belongings, the authorized Lyncourt School official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places.

Students have no reasonable expectation of privacy with respect to these places and Lyncourt School officials retain complete control over them. This means that student lockers, desks and other Lyncourt School storage places may be subject to search at any time by Lyncourt School officials, without prior notice to students and without their consent. The official performing the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).

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

The principal shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal shall retain control of the items, unless the items are turned over to the police. The principal or supervisor shall be responsible for personally delivering dangerous or illegal items to police authorities.

B. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the building principal or program supervisor shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the parent shall be informed of the questioning or search, in writing, by the principal or supervisor as soon thereafter as possible. The principal or supervisor will also be present during any police questioning or search of a student on LYNLCOURT School property or at a Lyncourt School function. Students who are questioned by police officials on Lyncourt School property or at a Lyncourt School function will be afforded the same rights they have outside the school. This means:

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

C. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to the Superintendent. The Superintendent shall set the time and place of the interview. The Superintendent shall decide if it is necessary and appropriate for a Lyncourt School official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify

the allegations, the nurse or other Lyncourt School medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or district official of the opposite sex.

A child protective services worker may not remove a student from Lyncourt School property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from Lyncourt School property before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XII. VISITORS TO SCHOOLS

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to Lyncourt School property:

1. Anyone who is not a regular staff member or student of the school or program will be considered a "visitor."
2. All visitors to the Lyncourt School facility must report to the main office, upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building.
3. Visitors attending Lyncourt School functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal or program supervisor. Unauthorized persons will be asked to leave. The police may be called if the situation so warrants.
6. All visitors are expected to abide by the rules for public conduct on Lyncourt School property contained in this code of conduct.

XIII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The Lyncourt School district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on Lyncourt School property and at Lyncourt School functions.

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

A. PROHIBITED CONDUCT

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or remove district property.
3. Disrupt the orderly conduct of classes, Lyncourt School programs or other Lyncourt School activities.
4. Distribute or wear materials on Lyncourt School grounds or at Lyncourt School functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the educational programs.
5. Intimidate, harass, or discriminate against any person on the basis of race, color, nationality, religion, age, sex,

sexual orientation or disability.

6. Enter any portion of the Lyncourt School premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on Lyncourt School property or at a Lyncourt School function.
10. Possess or use firearms or other weapons including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by Lyncourt School district.
11. Loiter on or about Lyncourt School property.
12. Gamble on Lyncourt School property or at Lyncourt School functions.
13. Refuse to comply with any lawful order of identifiable Lyncourt School district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on Lyncourt School property or while at a Lyncourt School function.

B. PENALTIES

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

1. Visitors. Their authorization, if any, to remain on Lyncourt School grounds or at the Lyncourt School function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. If necessary, law enforcement officials may be called to assist in this ejection.
2. Students. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the “penalties” section of this code of conduct, in accordance with the due process of law requirements.
3. Tenured faculty members. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law section 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law section 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to immediate ejection and to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. ENFORCEMENT

The superintendent and/or his/her designee shall be responsible for enforcing the conduct required by this code. The superintendent may designate the other Lyncourt School district staff who are authorized to take action consistent with the code.

When the superintendent or his/her designee(s) sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited, and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person’s conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from Lyncourt School property or the Lyncourt School function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The Lyncourt School district shall initiate disciplinary action against any student or staff member, as appropriate, with the “penalties” section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIV. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

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

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
5. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

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

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

The Board may appoint an advisory committee to assist in reviewing the Code and the District’s response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District’s website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

CONDUCT/DISCIPLINE

Conduct	Definition	First Occurrence	Second Occurrence	Subsequent Occurrences
<p>Dress Code</p>	<p>Style of dress which would be unsafe, offensive to others, or which be a disruptive factor within the building are prohibited: e.g.,</p> <ol style="list-style-type: none"> 1. Appropriate clothing for school means no indecent exposure of body parts including breasts, midriff, or buttocks. 2. No obscene, profane, or offensive (i.e. drug, alcohol, or tobacco) reference on clothing, buttons or jewelry. 3. No strapless tops, holes, or slits in conspicuous places. 4. No tight, form fitting clothing. 5. No excessively short skirts. Short shorts or under garments showing. <p>“Use rule of thumb”</p> <ol style="list-style-type: none"> 6.No Pajamas 7. No excessively long or heavy jewelry 8. Hats must be removed 9. Proper footwear will be determined by classroom teacher. 10. No roller shoes or skateboards. 	<p>Warning The student will be asked to : Change the clothing Cover the offending clothing with another piece of clothing ,or if possible turn the offending shirt inside out so the offensive part can not be seen or read. Request that clothing of this type not be worn again. Notify parents.</p>	<p>Warning The student will be asked to: Change the clothing Cover the offending clothing with another piece of clothing, or if possible turn the offending shirt inside out so the offensive part can not be seen or read. Request that clothing of this type not be worn again. Student conference Parent conference</p>	<p>In school suspension The student will be asked to: Change the clothing Cover the offending clothing with another piece of clothing, or if possible turn the offending shirt inside out so the offensive part can not be seen or read. Request that clothing of this type not be worn again. Student conference Parent conference</p>
<p>Failure to attend a teacher detention</p>	<p>Not reporting for a scheduled teacher detention.</p>	<p>Principal’s detention Notify parents</p>	<p>Notify parents</p>	<p>Min.-In school suspension detention Notify parents Max.-Out of school suspension Notify parents</p>
<p>Fighting</p>	<p>Aggressive physical conflict between two or more individuals.</p>	<p>Min.-Immediate removal from class. Parent conference Suspended for remainder of the day. Conflict mediation Max.-Out of school suspension Student conference Parent conference</p>	<p>Min.- 2 days out of school suspension Student conference Parent conference Conflict mediation Max.-5 days out of school suspension Student conference Parent conference Conflict mediation</p>	<p>Min.- 3 days out of school suspension Max.- 5 days out of school suspension Student conference Parent conference Superintendent’s Hearing</p>
<p>Forgery</p>	<p>The act of forging a signature or using something falsely to deceive.</p>	<p>In school suspension Student conference Notify Parents</p>	<p>Out of school suspension Student conference Notify Parents</p>	<p>Min.- 1 day out of school suspension Notify parents Max.- 5 days out of school suspension pending parent conference Notify parents</p>

CONDUCT/DISCIPLINE

Conduct	Definition	First Occurrence	Second Occurrence	Subsequent Occurrences
Harassment/Bullying/Taunting/Name-calling (abusive or threatening behavior)	A threat to engage in behavior-without physical contact-that would likely cause offense, annoyance, or alarm.	Min. Warning Refer to guidance counselor and /or mediation Notify parents Max. -Notify Parents	Min. - detention Notify parents Refer to guidance counselor and /or mediation Max. -In school suspension	Min. - In school suspension Max. - Out of school suspension Refer to guidance counselor Notify parents Notify authorities
Harassment of Staff or Threatening Behavior	A threat to engage in behavior-without physical contact-that would likely cause offense, annoyance, or alarm.	Min. - In school suspension Pending a parent conference Student conference Max. -Superintendent's Hearing Notify authorities	Min. -Out of school suspension pending a parent conference Student conference Max. -Superintendent's Hearing Notify authorities	Min. -Out of school suspension pending a parent conference Student conference Max. -Superintendent's Hearing Notify authorities
Harassment-Sexual (towards Student or Staff)	Lewd or sexually suggestive comments, off color language' sexual advance, requests for sexual favors, sexual slurs and other verbal, graphic or physical conduct relating to an individual's sex	Min. - Out of school suspension Student conference Notify parents Complete district report Max. -Out of school suspension Student conference Notify parents Superintendent's Hearing Notify authorities	Min. -out of school suspension Student conference Notify parents Complete district report Max. -Out of school suspension Student conference Notify parents Superintendent's Hearing Notify authorities	Min. - Out of school suspension Student conference Notify parents Complete district report
Inappropriate language/action at any school function	Written or spoken language or gestures that is obscene, offensive or vulgar.	Warning Mediation Notify parents	In school suspension Mediation Notify parents	Min. - In school suspension Max. - Out of school suspension Parent conference
Inappropriate language or obscene gestures directed toward staff	Written or spoken language or gestures that are obscene, offensive or vulgar and are directed at a staff member.	Min. - In school suspension Max. - Out of school suspension Student conference Notify parents	Out of school suspension Student conference Parent conference	Min. -Out of school suspension pending a parent conference Max. -Superintendent's Hearing Student conference Notify parents
Insubordination	Verbal or non-verbal refusal to comply with the reasonable request of any staff member.	Min. -Teacher detention Notify parents Max. -Out of school suspension	Min. -Teacher detention Notify parents Max. -Out of school suspension	Min. -Out of school suspension Max. - Superintendent's Hearing Student conference Parent conference
Leaving school without permission	Once a student arrives at the school campus he/she may not leave the school unless authorized to do so, until the end of the student's scheduled day	Student conference Notify parents	Student conference Notify parents IST	Min. -In school suspension Max. -Out of school suspension Student conference Parent conference
Plagiarism/Cheating	The act of taking or giving ideas, writings, work, etc., from a student(s) and passing it off as the efforts of another	Notify parents No credit awarded for assignment Student conference	In school suspension No credit awarded for assignment Student conference	Superintendent's Hearing

CONDUCT/DISCIPLINE

Conduct	Definition	First Occurrence	Second Occurrence	Subsequent Occurrences
<i>Possession of Electronic Entertainment Devices (use is permitted before school, after school and at lunch time)</i>	The possession of ipods, MP3 players, DVD players, CD players, electronic games or other toys that may be deemed disruptive or has the potential to be disruptive. Headphones are allowed at teacher discretion.	Warning Confiscated until the end of the school day	Warning Confiscated until the end of the school day	Notify parents Confiscated until parents come in to pick up and loss of privilege for the rest of the school year
<i>Possession of Electronic Devices</i>	The use of pagers, beepers, cellular phones or any such wireless communication devices cannot be used in classrooms or study halls.	Warning (documented) Letter Home Confiscated until the end of the school day	Letter Home Confiscated until the end of the school day	In school suspension Letter Home No cell phone allowed for one school year
<i>Public Display of Affection</i>	Any action by two students involving what may be construed as inappropriate display of affection toward one another while in school	Warning Student conference Notify parent Conference w/ counselor	Warning Student conference Notify parent Conference w/ counselor	In school suspension Student conference Notify parent Conference w/ counselor
<i>Taking of Pictures/Videos</i>	The taking of pictures or videos during the school day is prohibited without the individual's permission.	Min.- Warning Notify parents Max.- 1ST Notify parents	Min. In school suspension Notify parents Max.- Out of school suspension Notify parents	Min.- Out of school suspension Notify parents
<i>Trespassing</i>	A suspended student or an individual who is not on school grounds for a legitimate reason or a person who does not have written permission from a school administrator, and knowingly enters and/ or remains unlawfully upon school property	Out of school suspension Parent conference prior to re-entering from suspension Notify Authorities	Out of school suspension Parent conference prior to re-entering from suspension Notify Authorities	Superintendent's Hearing Notify Authorities
<i>Unacceptable use of Computers</i>	The action by any student to view or change information on a computer that they are not authorized to do.	Min.- Restricted use of computers Notify parents Max.- Out of school suspension Superintendent's Hearing Notify Authorities Restitution	Min.- Restricted use of computers Office Detention Parent conference Max.- Out of school suspension Superintendent's Hearing Notify Authorities Restitution	Min.- Restricted use of computers Office Detention (2) Max.- Out of school suspension Student conference Superintendent's Hearing Notify Authorities Restitution
<i>Unexcused Absence from school (Truancy)</i>	Absence from school without parent/guardian authorization or approval reason.	Extended after school detention Refer to Guidance counselor Notify parents	In school suspension Refer to Guidance counselor Notify parents	Min.- Out of school suspension Max.- Superintendent's Hearing Refer to Guidance counselor Notify parents/Notify Authorities
<i>Unexcused Tardy to class</i>	Late to class without parent/guardian authorization or approval reason.	Verbal warning from teacher	Warning from teacher Notify parents	Detention assigned by teacher Parent Notification Subsequent tardies will result in Principal's or Lunch detention
<i>Vandalism</i>	The defacing of any school property or the property of others.	Restitution Refer to Guidance Counselor Notify parents Notify Authorities	Restitution In school suspension Refer to Guidance Counselor Notify parents Notify Authorities	Min.- Out of school suspension Max.- Superintendent's Hearing Refer to Guidance Counselor Restitution Notify parents/ Notify Authorities

Lyncourt School Grades preK-5
Expectation and Setting Matrix, page 1

	Hallway/ Stairwells	Playground	Bathroom	Cafeteria	Auditorium
S a f e	<ul style="list-style-type: none"> *Walk at all times *Stay in the single file line *Keep hands and feet to self *Walk facing forward *Stay to the right *Stop, look, and listen when someone is speaking to you 	<ul style="list-style-type: none"> *Use equipment appropriately *Follow game rules *Stay in assigned area *Keep hands and feet to self 	<ul style="list-style-type: none"> *Clean up after yourself * Wash hands with soap * Report any problems *Turn off water *Put paper towel in trash *Keep water in sink 	<ul style="list-style-type: none"> *Walk at all times *Keep hands and feet to yourself *Eat slowly *Sit while eating *Stay in your own space in line 	<ul style="list-style-type: none"> *Walk in and out single file *Keep hands and feet to self
R e s p e c t f u l	<ul style="list-style-type: none"> *Voice Level 0 in line *Keep hands at your sides *Quietly wave to people you know *Respond when someone speaks to you (Voice Level 1-2) *Respect hallway displays 	<ul style="list-style-type: none"> *Voice Level 0 in line, 1-4 when playing *Use kind words *Include all students in games *Follow adult directions 	<ul style="list-style-type: none"> *Voice level 0 to 2 * Be quick, be quiet * Keep space clean 	<ul style="list-style-type: none"> *Voice Level 2 *Use please and thank you going through the line *Make positive comments about food *Be a friend to anyone sitting near you *Use kind words 	<ul style="list-style-type: none"> *Voice Level 0 during assembly *Sit quietly *Laugh and applaud when appropriate *Stay seated and keep feet down *Listen politely *Eyes and ears on speaker
R e s p o n s i b l e	<ul style="list-style-type: none"> *Go directly to where you are sent *Come directly back *Give a helping hand when needed 	<ul style="list-style-type: none"> *Pick up after yourself *Bring equipment back inside *Dress for the weather *Stop on signal and line up quickly *Leave nature in its place 	<ul style="list-style-type: none"> *Flush toilet *Use 1-2 papertowels 	<ul style="list-style-type: none"> *Wait patiently in line *Clean up after yourself *Ask an adult for help if needed 	<ul style="list-style-type: none"> *Take care of things that belong to you *Raise your hand quietly if you need the bathroom
K i n d	<ul style="list-style-type: none"> *Hold the door for others *Help others pick up their materials 	<ul style="list-style-type: none"> *Give others a turn *Invite others to play 	<ul style="list-style-type: none"> *Leave the bathroom as you would like to find it *Leave the stall clean for all 	<ul style="list-style-type: none"> *Invite others to sit with you *Make room for new friends 	<ul style="list-style-type: none"> *Clap & applaud when appropriate *Respond when appropriate (voice level 3)

Voice Levels:

- 0 - Silent
- 1 - Whisper
- 2 - Table talk
- 3 - Strong speaker
- 4 - Outside voice

Lyncourt School Grades preK-5
Expectation and Setting Matrix, page 2

	Bus	Arrival/ Dismissal	Field Trip	Emergency Drills	Main Office	Nurse's Office
S a f e	<ul style="list-style-type: none"> *Sit down quickly *Stay in your seat *Sit facing forward *Stay out of the aisle *Enter/Exit carefully *Keep hands and feet to self 	<ul style="list-style-type: none"> *Walk at all times *Stay on the right *Keep hands and feet to yourself *Go directly to your classroom - take the shortest route 	<ul style="list-style-type: none"> *Follow all bus rules *Stay with your group *Keep hands and feet to self *Follow adult directions 	<ul style="list-style-type: none"> *Voice level 0 *Walk at all times *Stay in your line *Keep hands and feet to self *If someone is lost, tell an adult 	<ul style="list-style-type: none"> *Sit in a chair, with feet on the floor *Keep shoes on *Use materials appropriately 	
R e s p e c t f u l	<ul style="list-style-type: none"> *Voice Level 1-2 *Follow bus aide and driver directions *Respect space and property 	<ul style="list-style-type: none"> *Voice level 2 *Stay in your space to keep a clear path *Enter quietly *Take care of school property, inside and out 	<ul style="list-style-type: none"> *Voice level 0-2 *Listen politely *Take turns to ask questions *Say please and thank you 	<ul style="list-style-type: none"> *Listen for directions 	<ul style="list-style-type: none"> *Voice level 0-1 *Wait patiently for an adult to be free *Say, "excuse me" *Wait your turn *Touch only your own things 	
R e s p o n s i b l e	<ul style="list-style-type: none"> *Be a role model *Keep belongings in your space *Report unsafe situations to the driver 	<ul style="list-style-type: none"> *Be on time *Be helpful to younger students 	<ul style="list-style-type: none"> *Keep track of your belongings 	<ul style="list-style-type: none"> *Follow all directions 	<ul style="list-style-type: none"> *If waiting to see an adult, complete a task from the "busy bucket" *Walk directly there and back *Stay in your seat 	
K i n d	<ul style="list-style-type: none"> *Move over so others can sit down *Ask the bus driver how you can help *Sit with a new friend *Speak kindly to everyone 	<ul style="list-style-type: none"> *Talk with your friends *Make new friends 	<ul style="list-style-type: none"> *Partner up with someone who needs a partner 		<ul style="list-style-type: none"> *Look at the person when speaking and being spoken to *Listen politely *Say please and thank you 	

Voice Levels:

- 0 - Silent
- 1 - Whisper
- 2 - Table talk
- 3 - Strong speaker
- 4 - Outside voice

Lyncourt School Grades 6-8

Expectation and Setting Matrix, page 1

	Hallway & Stairs	Recess	Bathroom	Cafeteria	Auditorium
S a f e	<ul style="list-style-type: none"> *Keep hands and feet to self *Walk one step at a time on the stairs *Walk facing forward *Stay to the right *Yield to oncoming people *Use handrails appropriately *Keep backpacks to yourself 	<ul style="list-style-type: none"> *Keep hands and feet to self *Wait for your turn *Use equipment safely *Stay in your assigned area 	<ul style="list-style-type: none"> *Wash hands with soap *Report any problems to a trusted adult *Put trash in the proper place 	<ul style="list-style-type: none"> *Keep hands and feet to self *Walk at all times *Keep your voice at Level 0 when an adult is talking and when the lights are turned off *Stay seated at your assigned table 	<ul style="list-style-type: none"> *Keep hands and feet to self *Walk in and out single file *Leave backpacks in room/locker *Enter & exit at assigned doors *Stay in your seat until dismissed
R e s p e c t f u l	<ul style="list-style-type: none"> *Voice Level 0-2 *Use appropriate language *Close locker quietly *Pick up garbage and throw it away in a trash can *Only go into your own locker 	<ul style="list-style-type: none"> *Voice level 2-4 	<ul style="list-style-type: none"> *Voice level 1-2 *Keep walls and stalls clean *Flush once (or twice) *Be quick, be quiet 	<ul style="list-style-type: none"> *Voice Level 2 *Say please and thank you to staff and peers *Use appropriate language 	<ul style="list-style-type: none"> *Voice level 0-1 *Face forward *Sit on seat, feet on floor *Enter and exit quietly and carefully during breaks *Be an active listener
R e s p o n s i b l e	<ul style="list-style-type: none"> *Keep hallways clean *Go directly to class *If late, get a pass *Close/lock your locker *Keep your locker organized *Be where you are supposed to be *Take only two locker stops (morning and afternoon) *Use water fountain properly 	<ul style="list-style-type: none"> *Use equipment appropriately *Take good care of the equipment *Only use equipment you have permission to use *Keep phones in your locker 	<ul style="list-style-type: none"> *Dispose of paper products and personal hygiene products properly *Use 1-2 towels *Have appropriate pass *Promptly return to class *Hygiene products are available in Mrs. Sherman's office 	<ul style="list-style-type: none"> *Get everything you need when you go through the line *Throw out your own garbage *Use a napkin to clean spills *Sit only at assigned tables *Make only positive comments about others' food *Food is for eating only *Raise your hand if you need to leave your table 	<ul style="list-style-type: none"> *Respond when appropriate using voice level 2-3
K i n d	<ul style="list-style-type: none"> *Hold the door for others *Help others pick up their materials *Greet people politely 	<ul style="list-style-type: none"> *Give others a turn *Invite others to play *Be kind to others *Follow rules of good sportsmanship 	<ul style="list-style-type: none"> *Spare a square 	<ul style="list-style-type: none"> *Invite others to sit with you *Make room for new friends 	<ul style="list-style-type: none"> *Laugh and applaud when appropriate

Lyncourt School Grades 6-8 Expectation and Setting Matrix, page 2

	Bus	Arrival/ Dismissal	Field Trip	Emergency Drills	Main Office	Nurse's Office
S a f e	<ul style="list-style-type: none"> *Keep hands and feet to self *Sit down promptly *Stay in your seat *Sit facing forward *Stay out of the aisle *Enter/exit carefully *Look out for younger kids *Keep food/drinks in your backpack 	<ul style="list-style-type: none"> *Keep hands and feet to self *Walk safely *Stay to the right in hallways and on stairs *Wait for signal or bells *Keep backpack on your back *Look out for younger kids 	<ul style="list-style-type: none"> *Follow bus expectations *Stay with your assigned group *Know your emergency meeting place if you get separated 	<ul style="list-style-type: none"> *Walk single file with your class or nearby adult *Voice Level 0 *Look and listen to adult directions *If someone is lost, tell an adult 	<ul style="list-style-type: none"> *Stay seated away from doors 	<ul style="list-style-type: none"> *Let a teacher know when you are going to the nurse's office
R e s p e c t f u l	<ul style="list-style-type: none"> *Voice level 1-2 *Follow bus aide and driver directions *Respect personal space 	<ul style="list-style-type: none"> *Voice Level 2 *Give adults right of way *Use appropriate language with adults and peers *Respect school property and nature 	<ul style="list-style-type: none"> *Voice level 0-2 *Follow expectations of place you are visiting *Be polite to all people 	<ul style="list-style-type: none"> *Voice level 0 	<ul style="list-style-type: none"> *Voice level 0-1 *Wait for office staff to finish conversations or hang up the phone before speaking with them *Wait your turn *Say, "excuse me" 	<ul style="list-style-type: none"> *Wait patiently for your turn *Use appropriate language and manners
R e s p o n s i b l e	<ul style="list-style-type: none"> *Be a role model *Keep track of your belongings - scan your seat for belongings when you get off *Report unsafe situations to a trusted adult *Pick up trash 	<ul style="list-style-type: none"> *Be on time and prepared 	<ul style="list-style-type: none"> *Follow directions *Proudly represent Lyncourt School *Be mindful of check-in times 	<ul style="list-style-type: none"> *Stay with your class or closest adult *Set a good example for younger students 	<ul style="list-style-type: none"> *Be honest *Touch only your own things *Walk directly there and back 	<ul style="list-style-type: none"> *Go straight to the nurse's office *Return to class promptly *Be a positive role model to younger students *Follow the nurse's directions
K i n d	<ul style="list-style-type: none"> *Move over so others can sit down *Ask the bus driver how you can help *Sit with a new friend 	<ul style="list-style-type: none"> *Help younger students *Talk with your friends *Make new friends 	<ul style="list-style-type: none"> *Partner up with someone who needs a partner 	<ul style="list-style-type: none"> *If someone is lost, help them *Hold your conversations until later 	<ul style="list-style-type: none"> *Use your manners *Look at the other person when speaking and being spoken to 	<ul style="list-style-type: none"> *Use your manners *Look at the other person when speaking and being spoken to

Voice Levels

0 - Silent

1 - Whisper

2 - Table talk

3 - Strong speaker

4 - Outside voice

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SEPTEMBER 2026

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

Labor Day

First Day
for Students

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

SEPTEMBER

August

MONDAY

31

TUESDAY

1

WEDNESDAY

2

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

3

FRIDAY

4

SAT

5

SUN

6

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY

7

TUESDAY

8

WEDNESDAY

9

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 10 FRIDAY 11 SAT 12 SUN 13

	THURSDAY 10	FRIDAY 11	SAT 12	SUN 13
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

SEPTEMBER

MONDAY

14

TUESDAY

15

WEDNESDAY

16

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 17 FRIDAY 18 SAT 19 SUN 20

	THURSDAY 17	FRIDAY 18	SAT 19	SUN 20
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

SEPTEMBER

MONDAY

21

TUESDAY

22

WEDNESDAY

23

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 24

FRIDAY 25

SAT 26

SUN 27

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

SEPTEMBER

MONDAY

28

TUESDAY

29

WEDNESDAY

30

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

OCTOBER

CLASS	THURSDAY 1	FRIDAY 2	SAT 3	SUN 4
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

OCTOBER 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12 Columbus/ Indigenous People Day No School	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31 Halloween

OCTOBER

5

6

7

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

8

FRIDAY

9

SAT

10

SUN

11

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

OCTOBER

Columbus/Indigenous
People Day **NO SCHOOL**

MONDAY

12

TUESDAY

13

WEDNESDAY

14

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

15

FRIDAY

16

SAT

17

SUN

18

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

OCTOBER

MONDAY

19

TUESDAY

20

WEDNESDAY

21

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 22

FRIDAY 23

SAT 24

SUN 25

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

OCTOBER

MONDAY

26

TUESDAY

27

WEDNESDAY

28

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NOVEMBER 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11 Veterans Day No School	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Thanksgiving Recess No School	26 Thanksgiving Recess No School	27 Thanksgiving Recess No School	28
29	30					

NOVEMBER

2

3

4

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

5

FRIDAY

6

SAT

7

SUN

8

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY

9

TUESDAY

10

WEDNESDAY

11

CLASS

MATH

SCIENCE

SOC STU

ELA

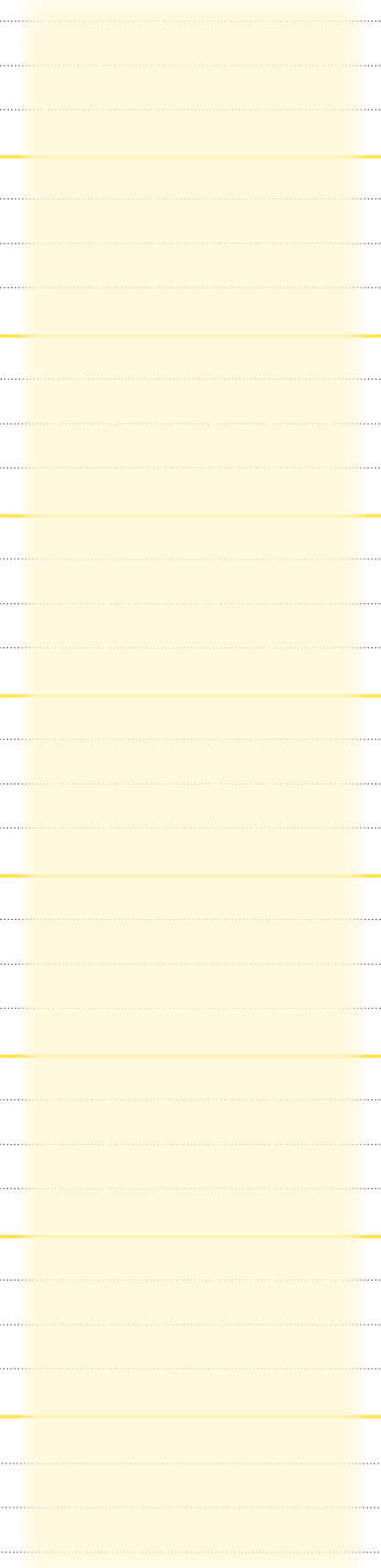
SPANISH

PE

HEALTH

SPECIAL

NOTES



CLASS

THURSDAY

12

FRIDAY

13

SAT

14

SUN

15

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

NOVEMBER

16

17

18

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

19

FRIDAY

20

SAT

21

SUN

22

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

NOVEMBER

Thanksgiving Recess
No School

MONDAY

23

TUESDAY

24

WEDNESDAY

25

CLASS

MATH

SCIENCE

SOC STU

ELA

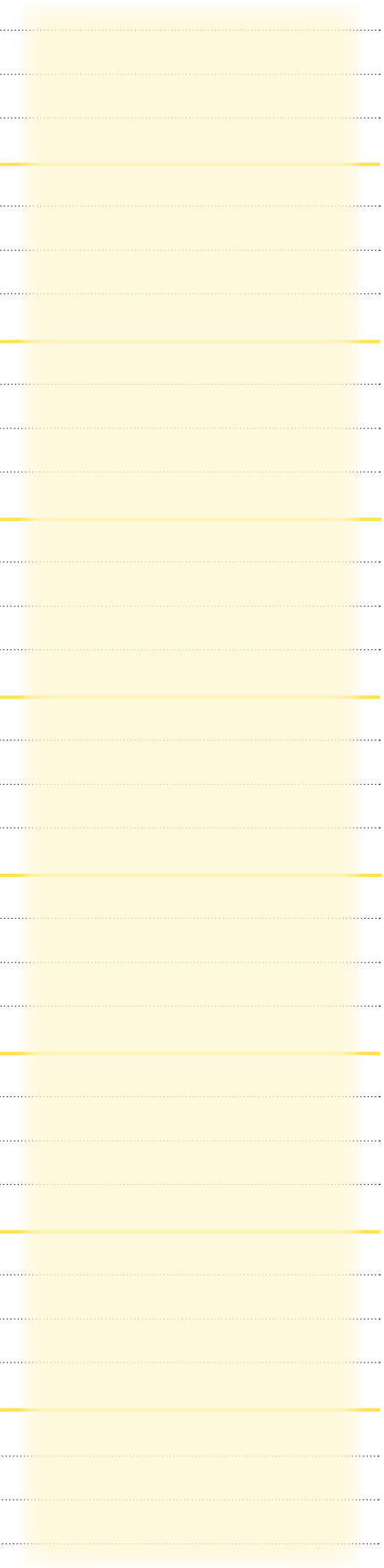
SPANISH

PE

HEALTH

SPECIAL

NOTES



Thanksgiving Recess
No School

Thanksgiving Recess
No School

THURSDAY **26**

FRIDAY **27**

SAT **28**

SUN **29**

CLASS

	THURSDAY 26	FRIDAY 27	SAT 28	SUN 29
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

DECEMBER 2026

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
				Holiday Recess No School	<i>Christmas Day</i> Holiday Recess No School	
27	28	29	30	31		
	Holiday Recess No School	Holiday Recess No School	Holiday Recess No School	Holiday Recess No School		

MONDAY

31

TUESDAY

1

WEDNESDAY

2

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

3

FRIDAY

4

SAT

5

SUN

6

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

DECEMBER

7

8

9

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 10 FRIDAY 11 SAT 12 SUN 13

	THURSDAY 10	FRIDAY 11	SAT 12	SUN 13
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

DECEMBER

14

15

16

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 17

FRIDAY 18

SAT 19

SUN 20

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

DECEMBER

21

22

23

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

Holiday Recess
No School

Holiday Recess
No School

THURSDAY

24

FRIDAY

25

SAT

26

SUN

27

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

DECEMBER

Holiday Recess
No School

Holiday Recess
No School

Holiday Recess
No School

MONDAY

28

TUESDAY

29

WEDNESDAY

30

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS	THURSDAY 31	FRIDAY 1	SAT 2	SUN 3
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

JANUARY 2027

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Holiday Recess
No School

Martin Luther
King Day
No School

JANUARY

4

5

6

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

7

FRIDAY

8

SAT

9

SUN

10

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

JANUARY

MONDAY

11

TUESDAY

12

WEDNESDAY

13

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

14

FRIDAY

15

SAT

16

SUN

17

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY

18

TUESDAY

19

WEDNESDAY

20

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

21

FRIDAY

22

SAT

23

SUN

24

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

JANUARY

MONDAY

25

TUESDAY

26

WEDNESDAY

27

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 28 FRIDAY 29 SAT 30 SUN 31

	THURSDAY 28	FRIDAY 29	SAT 30	SUN 31
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

FEBRUARY 2027

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

President's Day
Winter Recess
No School

Winter Recess
No School

Winter Recess
No School

Winter Recess
No School

Winter Recess
No School

21

22

23

24

25

26

27

28

FEBRUARY

1

2

3

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

4

FRIDAY

5

SAT

6

SUN

7

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

FEBRUARY

MONDAY

8

TUESDAY

9

WEDNESDAY

10

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

11

FRIDAY

12

SAT

13

SUN

14

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY **15**

TUESDAY **16**

WEDNESDAY **17**

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

Winter Recess
No School

Winter Recess
No School

THURSDAY

18

FRIDAY

19

SAT

20

SUN

21

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

FEBRUARY

MONDAY

22

TUESDAY

23

WEDNESDAY

24

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

25

FRIDAY

26

SAT

27

SUN

28

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MARCH 2027

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

Staff Day
No School

14

15

16

17

18

19

20

21

22

23

24

25

26

27

Good Friday
No School

28

29

30

31

MARCH

1

2

3

MONDAY

TUESDAY

WEDNESDAY

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

4

FRIDAY

5

SAT

6

SUN

7

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MARCH

MONDAY

8

TUESDAY

9

WEDNESDAY

10

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

11

FRIDAY

12

SAT

13

SUN

14

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MARCH

MONDAY

15

TUESDAY

16

WEDNESDAY

17

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 18 FRIDAY 19 SAT 20 SUN 21

	THURSDAY 18	FRIDAY 19	SAT 20	SUN 21
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

MARCH

MONDAY

22

TUESDAY

23

WEDNESDAY

24

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

Good Friday, No School

THURSDAY 25

FRIDAY 26

SAT 27

SUN 28

CLASS

MATH

SCIENCE

SOC STU

ELA

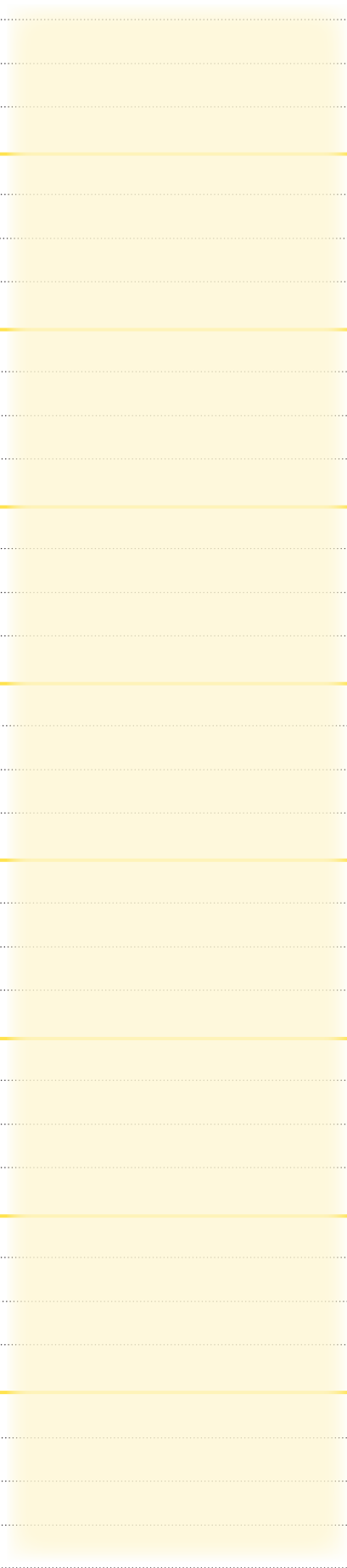
SPANISH

PE

HEALTH

SPECIAL

NOTES



MARCH

MONDAY

29

TUESDAY

30

WEDNESDAY

31

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

APRIL

CLASS	THURSDAY 1	FRIDAY 2	SAT 3	SUN 4
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

APRIL 2027

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

Spring Recess
No School

Spring Recess
No School

Spring Recess
No School

Spring Recess
No School

Spring Recess
No School

18

19

20

21

22

23

24

25

26

27

28

29

30

APRIL

MONDAY

5

TUESDAY

6

WEDNESDAY

7

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

8

FRIDAY

9

SAT

10

SUN

11

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY

12

TUESDAY

13

WEDNESDAY

14

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

Spring Recess
No School

Spring Recess
No School

THURSDAY

15

FRIDAY

16

SAT

17

SUN

18

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

APRIL

MONDAY

19

TUESDAY

20

WEDNESDAY

21

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY **22** FRIDAY **23** SAT **24** SUN **25**

	THURSDAY 22	FRIDAY 23	SAT 24	SUN 25
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

APRIL

MONDAY

26

TUESDAY

27

WEDNESDAY

28

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MAY

THURSDAY 29

FRIDAY 30

SAT 1

SUN 2

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MAY 2027

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

Half Day
Staff Day

23

24

25

26

27

28

29

30

31

Memorial Day
No School

MONDAY

3

TUESDAY

4

WEDNESDAY

5

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY

6

FRIDAY

7

SAT

8

SUN

9

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MAY

MONDAY

10

TUESDAY

11

WEDNESDAY

12

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 13

FRIDAY 14

SAT 15

SUN 16

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MAY

MONDAY

17

TUESDAY

18

WEDNESDAY

19

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 20

FRIDAY 21

SAT 22

SUN 23

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY

24

TUESDAY

25

WEDNESDAY

26

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 27

FRIDAY 28

SAT 29

SUN 30

	THURSDAY 27	FRIDAY 28	SAT 29	SUN 30
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

notes:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

JUNE 2027

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

Staff
Development
No School

27

28

29

30

MONDAY **31**

TUESDAY **1**

WEDNESDAY **2**

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS	MONDAY 31	TUESDAY 1	WEDNESDAY 2
MATH			
SCIENCE			
SOC STU			
ELA			
SPANISH			
PE			
HEALTH			
SPECIAL			
NOTES			

CLASS

THURSDAY

3

FRIDAY

4

SAT

5

SUN

6

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MONDAY

7

TUESDAY

8

WEDNESDAY

9

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 10 FRIDAY 11 SAT 12 SUN 13

	THURSDAY 10	FRIDAY 11	SAT 12	SUN 13
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

MONDAY

14

TUESDAY

15

WEDNESDAY

16

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 17 FRIDAY 18 SAT 19 SUN 20

	THURSDAY 17	FRIDAY 18	SAT 19	SUN 20
MATH				
SCIENCE				
SOC STU				
ELA				
SPANISH				
PE				
HEALTH				
SPECIAL				
NOTES				

MONDAY

21

TUESDAY

22

WEDNESDAY

23

CLASS

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

CLASS

THURSDAY 24

FRIDAY 25

SAT 26

SUN 27

MATH

SCIENCE

SOC STU

ELA

SPANISH

PE

HEALTH

SPECIAL

NOTES

MATHEMATICS

PROBLEM SOLVING METHODS

- 1 Understand & Explore:** First things first, find out what the real problems is.
- 2 Guess & Check:** Make a reasonable guess and check it out; try again if necessary.
- 3 Solve the Problem:** Sort out all the information, draw a picture, graph or table, and write it out in math. Sometimes it may help to work backward!
- 4 Check Your Answer:** Think logically ... does your solution make sense? Try it out if you can.

ORDER OF OPERATION/SYMBOLS

- () Do operations within parentheses.
- $\sqrt{\quad}$ Do powers (exponents) and roots.
- $\times \div$ Do multiplication and division in order from left to right.
- $+ -$ Do addition and subtraction in order from left to right.
- $<$ Is smaller than
- $>$ Is greater than
- $=$ Is equal to
- \approx Approximate
- \leq Is smaller or equal
- \geq Is greater or equal

FRACTIONS, DECIMALS, PERCENTAGES

$\frac{3}{5}$ - numerator
 $\frac{3}{5}$ - denominator

to **add** or **subtract** different fractions, first obtain a common denominator.

$$\frac{1}{3} + \frac{2}{5} = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

to **multiply**:

$$\frac{1}{3} \times \frac{2}{5} = \frac{1}{3} \times \frac{2}{5} = \frac{2}{15}$$

to **divide**, multiply the first with the reciprocal of the second fraction:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

1	=	1.0	=	100%
1/2	=	0.5	=	50%
1/3	=	0. $\bar{3}$	=	33.3%
1/4	=	.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.1 $\bar{6}$	=	16.6%
1/8	=	0.125	=	12.5%
1/9	=	0.1 $\bar{1}$	=	11.1%
1/10	=	0.1	=	10%
1/12	=	0.08 $\bar{3}$	=	8.3%
2/3	=	0. $\bar{6}$	=	66.6%
3/4	=	0.75	=	75%

PROPERTIES OF ADDITION AND MULTIPLICATION

- Commutative property of addition: $a + b = b + a$
- Commutative property of multiplication: $ab = ba$
- Associative property of addition: $a + (b + c) = (a + b) + c$
- Distributive property of multiplication over addition: $a(b + c) = ab + ac$
- Distributive property of multiplication over subtraction: $a(b - c) = ab - ac$

MULTIPLICATION CHART

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

METRIC SYSTEM

milli	centi	deci	BASE UNIT	deca*	hecto	kilo	
			METER				LENGTH
mm	cm	dm	m	dam	hm	km	
0.001 m	0.01 m	0.1 m	1 m	10 m	100 m	1000 m	
			GRAM				WEIGHT
mg	cg	dg	g	dag	hg	kg	
0.001 g	0.01 g	0.1 g	1 g	10 g	100 g	1000 g	
			LITER				CAPACITY
mL	cL	dL	L	daL	hL	kL	
0.001 L	0.01 L	0.1 L	1 L	10 L	100 L	1000 L	

PLACE VALUE

172	823	504	.269
$\underbrace{\hspace{1.5cm}}$	$\underbrace{\hspace{1.5cm}}$		
MILLIONS	THOUSANDS		
HUNDREDS TENS ONES	HUNDREDS TENS ONES	HUNDREDS TENS ONES	TENTHS HUNDRETHS THOUSANDTHS

A PRIME NUMBER

is a whole number which has only two factors, itself and 1.

7 13 41

GREATEST COMMON FACTOR - the greatest number that is a factor of two or more numbers. Example: **G.C.F.** of 8 and 12 is 4

LEAST COMMON MULTIPLE - the smallest number that is a multiple of two or more numbers. Example: **L.C.M.** of 3, 6 and 10 is 30

MATHEMATICS

REFERENCE TABLE FOR AREAS

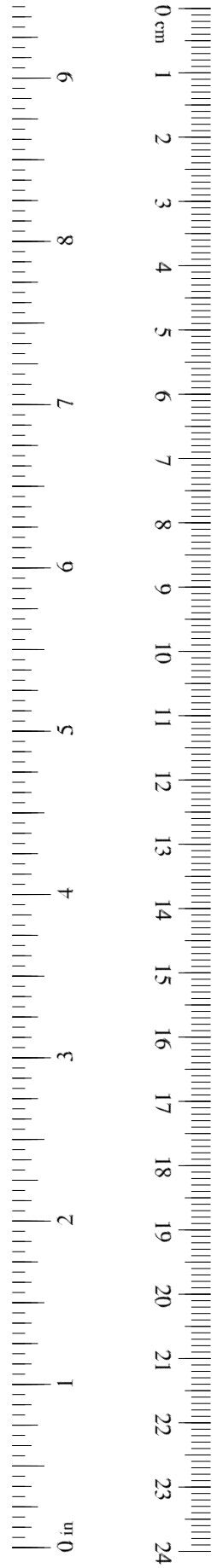
Remember to label areas with "square" units

	Area (triangle) $A = \frac{1}{2}bh$
	Area (equilateral triangle) $A = \frac{s^2\sqrt{3}}{4}$ or $A = \frac{1}{2}bh$
	Area (rectangle) $A = bh$ or Area (rectangle) = (length)•(width)
	Area (square) $A = s^2 = bh$
	Area (parallelogram) $A = bh$
	Area (trapezoid) $A = \frac{1}{2}h(b_1 + b_2)$
	Area (rhombus) $A = \frac{1}{2}d_1 \cdot d_2$ or $A = bh$ <small>d_1=diagonal 1 d_2= diagonal 2</small>
	Area (circle) $A = \pi r^2$
Area of sectors of circle <small>(Sectors are similar to "pizza pie slices" of a circle.)</small>	
	Semi-circle <small>(half of circle = half of area)</small> $A = \frac{1}{2}\pi r^2$
	Quarter-Circle <small>(1/4 of circle = 1/4 of area)</small> $A = \frac{1}{4}\pi r^2$
	Any Sector <small>(fractional part of the area) (optional topic)</small> $A = \frac{n}{360}\pi r^2$ where n is the number of degrees in the central angle of the sector. $A = \frac{C}{2\pi r}\pi r^2$ where C is the arc length of the sector.
	Area (regular polygon) $A = \frac{1}{2}ap$ <small>Regular polygons have all sides of equal length. a = apothem p = perimeter</small>

REFERENCE TABLE FOR SOLIDS

Volume is measured in cubic units.
Surface area is measured in square units.
VOLUME (V) and SURFACE AREA (SA) Formulas
Note: Surface area formulas may need to be amended if the figure has "open" surfaces, such as when working with a box without a lid or an empty paper towel roll.

	Rectangular Solid $V = lwh$ $SA = 2lh + 2hw + 2lw$ <small>This formula assumes a "closed box", with all 6 sides.</small>
	Cylinder $V = \pi r^2 h$ $SA = 2\pi rh + 2\pi r^2$ <small>This formula assumes a "closed container", with a top and bottom..</small>
	Sphere $V = \frac{4}{3}\pi r^3$ $SA = 4\pi r^2 = \pi d^2$
	Cone $V = \frac{1}{3}\pi r^2 h$ $SA = s\pi r + \pi r^2$ <small>This formula assumes a "closed container", with a bottom..</small>



Perimeter is the word used to describe the distance around the outside of a figure.

To find the perimeter, add together the lengths of all of the sides of the figure.

Think of yourself rollerblading around the outside of the figure adding distances as you go.

Refresh your polygon memories:

Triangle	3 sides
Quadrilateral	4 sides
Pentagon	5 sides
Hexagon	6 sides
Heptagon or Septagon	7 sides
Octagon	8 sides
Nonagon	9 sides
Decagon	10 sides
Dodecagon	12 sides

When working with perimeter, references may be made to the names of polygons. Listed at the left are some of the more common polygons whose names you should know.

Remember that "regular polygons" are polygons whose sides are all the same length and whose angles are all the same size. Not all polygons are "regular".

Circumference is the word used to describe the distance around the outside of a circle.

Like perimeter, the circumference is the distance round the outside of the figure. Unlike perimeter, in a circle there are no straight segments to measure, so a special formula is needed.

$C = 2\pi r = \pi d$
 $C = 2\pi r$ Use when you know the radius.
 $C = \pi d$ Use when you know the diameter.



The periodic table

www.webelements.com

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Hydrogen	1 H 1.008																		Helium 2 He 4.0026
Lithium	3 Li 6.94	Beryllium 4 Be 9.0122															Fluorine 9 F 18.998		Neon 10 Ne 20.180
Sodium	11 Na 22.990	Magnesium 12 Mg 24.305															Chlorine 17 Cl 35.45		Argon 18 Ar 39.948
Potassium	19 K 39.098	Calcium 20 Ca 40.078(4)															Bromine 35 Br 79.904		Krypton 36 Kr 83.799(2)
Rubidium	37 Rb 85.468	Strontium 38 Sr 87.62															Iodine 53 I 126.90		Xenon 54 Xe 131.29
Cesium	55 Cs 132.91	Barium 56 Ba 137.33															Astatine 85 At [209.969]		Radon 86 Rn [222.02]
Francium	87 Fr [223.02]	Radium 88 Ra [226.025]															Ununseptium 117 Uus [294]		Ununoctium 118 Uuo [294]

	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Scandium	21 Sc 44.956	Titanium 22 Ti 47.867	Vanadium 23 V 50.942	Chromium 24 Cr 51.996	Manganese 25 Mn 54.938	Iron 26 Fe 55.845(2)	Cobalt 27 Co 58.933	Nickel 28 Ni 58.693	Copper 29 Cu 63.546(3)	Zinc 30 Zn 65.38(2)	Gallium 31 Ga 69.723	Germanium 32 Ge 72.63	Arsenic 33 As 74.922	Selenium 34 Se 78.96(3)	Bromine 35 Br 79.904	Krypton 36 Kr 83.799(2)		
Yttrium	39 Y 88.906	Zirconium 40 Zr 91.224(2)	Niobium 41 Nb 92.906(2)	Molybdenum 42 Mo 95.96(2)	Technetium 43 Tc [97.91]	Ruthenium 44 Ru 101.07(2)	Rhodium 45 Rh 102.91	Palladium 46 Pd 106.42	Silver 47 Ag 107.87	Cadmium 48 Cd 112.41	Indium 49 In 114.82	Tin 50 Sn 118.71	Antimony 51 Sb 121.76	Tellurium 52 Te 127.60(3)	Iodine 53 I 126.90	Xenon 54 Xe 131.29		
Lutetium	71 Lu 174.97	Hafnium 72 Hf 178.49(2)	Tantalum 73 Ta 180.95	Tungsten 74 W 183.84	Rhenium 75 Re 186.21	Osmium 76 Os 190.23(2)	Iridium 77 Ir 192.22	Platinum 78 Pt 195.08	Gold 79 Au 196.97	Mercury 80 Hg 200.59	Thallium 81 Tl 204.38	Lead 82 Pb 207.2	Bismuth 83 Bi 208.98	Poisonium 84 Po [209]	Astatine 85 At [209.969]	Radon 86 Rn [222.02]		
Lanthanum	103 Lr [262.11]	Rutherfordium 104 Rf [261.12]	Dubnium 105 Db [268.13]	Seaborgium 106 Sg [271.13]	Berkelium 107 Bk [270]	Hassium 108 Hs [277.15]	Mtnerium 109 Mt [276.15]	Darmstadtium 110 Ds [281.16]	Roentgenium 111 Rg [280.16]	Copernicium 112 Cn [285.17]	Ununtrium 113 Uut [284.18]	Flerovium 114 Fl [289.19]	Ununpentium 115 Uup [288.19]	Livermorium 116 Lv [293]	Ununseptium 117 Uus [294]	Ununoctium 118 Uuo [294]		

Key:
Element Name
Atomic number
Symbol
Atomic weight (mean relative mass)

	57	58	59	60	61	62	63	64	65	66	67	68	69	70
Lanthanum	57 La [138.91]	Cerium 58 Ce 140.12	Praseodymium 59 Pr 140.91	Neodymium 60 Nd 144.24	Promethium 61 Pm [144.91]	Samarium 62 Sm 150.36(2)	Europium 63 Eu 151.96	Gadolinium 64 Gd 157.25(3)	Terbium 65 Tb 158.93	Dysprosium 66 Dy 162.50	Holmium 67 Ho 164.93	Erbium 68 Er 167.26	Thulium 69 Tm 168.93	Ytterbium 70 Yb 173.05
	89	90	91	92	93	94	95	96	97	98	99	100	101	102
Actinium	89 Ac [227.03]	Thorium 90 Th 232.04	Protactinium 91 Pa 231.04	Uranium 92 U 238.03	Neptunium 93 Np [237.05]	Plutonium 94 Pu [244.06]	Americium 95 Am [243.06]	Curium 96 Cm [247.07]	Berkelium 97 Bk [247.07]	Californium 98 Cf [251.08]	Einsteinium 99 Es [252.08]	Fermium 100 Fm [257.10]	Mendelevium 101 Md [258.10]	Nobelium 102 No [259.10]

*lanthanoids

**actinoids

Symbolic and names: the symbols and names of the elements, and their spellings are those recommended by the International Union of Pure and Applied Chemistry (IUPAC - <http://www.iupac.org>). Names have yet to be proposed for elements 113, 115, 117, and 118 and so those used here are IUPAC's temporary systematic names. In some countries, the spellings aluminium, ocellum, and guppium are usual.

Group labels: the numeric system (1-18) used here is the current IUPAC convention.

Atomic weights (mean relative masses): these are the IUPAC 2009 values and given to 5 significant figures. The last significant figure of each value is considered reliable to ±1 except where a larger uncertainty is given in parentheses. Representative values for those elements having an atomic weight interval are given (H, Li, B, C, N, O, Si, S, Cl, Ti). Elements for which the atomic weight is given within brackets have no stable nuclides and are represented by the element's longest lived isotope reported in the IUPAC 2009 values.

©2012 Dr Mark J Winter (WebElements Ltd and University of Sheffield). All rights reserved. For updates to this table see http://www.webelements.com/news/Printable_Periodic_Table (Version date: 7 June 2012).

Password Log

WEBSITE:
USERNAME:
PASSWORD:
NOTES:

WEBSITE:
USERNAME:
PASSWORD:
NOTES:

WEBSITE:
USERNAME:
PASSWORD:
NOTES:

WEBSITE:
USERNAME:
PASSWORD:
NOTES:

WEBSITE:
USERNAME:
PASSWORD:
NOTES:

WEBSITE:
USERNAME:
PASSWORD:
NOTES:

**Lyncourt School
ALMA MATER**



**Our Alma Mater, Lyncourt School
We'll stand beside you
Praising the Gold and Blue.
Our Alma Mater, Lyncourt School.**

**Lyncourt, we'll cherish you,
Keeping your memory true.
Faithful we'll ever be,
Showing our loyalty.
And to the teachers too
Here are our thanks to you.
Long may our spirit live.**

**Hail Lyncourt School!
Go! Gold and Blue!**

Lyncourt Union Free School District | 2026-2027 Calendar

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Holiday

Staff Day **No Students**

4 Independence Day

Students: 0
Teachers: 0

1 New Year's Day
2 Holiday Recess
19 M.L. King Day
26 ½ Day Staff Development-
(Student dismissal @ 11:00 a.m.)

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Students: 19
Teachers: 19

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

27 Staff Development-No Students

Students: 0
Teachers: 1

16-20 Presidents Day/Winter Recess
17 Asian Lunar New year

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Students: 15
Teachers: 15

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day-Holiday-No students
2 Staff Day
3 First Day Students
22 ½ Day Staff Development-
(Student dismissal @ 11:00 a.m.)

Students: 20
Teachers: 21

20 Staff Development-No Students
30-31 Spring Break

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Students: 19
Teachers: 20

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Emergency Dismissal Drill
13 Columbus Day/Indigenous Peoples Day
31 Halloween

Students: 22
Teachers: 22

1-3 Spring Recess

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Students: 19
Teachers: 19

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4th Staff Development- No Students
11 Veterans Day Celebrated
26-28 Thanksgiving Recess

Students: 15
Teachers: 16

22 ½ Day Staff Development-
(Student dismissal @ 11:00 a.m.)
25 Memorial Day

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Students: 20
Teachers: 20

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22-31 Holiday Recess
19 ½ Day Staff Development-
(Student dismissal @ 11:00 a.m.)

Students: 15
Teachers: 15

19 Juneteenth
26 Staff Development-No Students

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Students: 18
Teachers: 19

Total Student Days: 182 (181 elem. Full day conf)
Total Teacher Days: 186