LACS Daily Schedule

Cycles 1, 2, and 3

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1:05-1:45 Fam Group Morning Mtg
1:50-2:35 Fam Group Tues Proj 1
2:40-3:25 Fam Group Tues Proj 2

Cycle 4

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<td>2:40-3:25</td>
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The LACS school day begins at 9:05am and ends at 3:25pm. There is a "Learning Co-op" (formerly "Homework Club") that runs after the end of the school day (Mon, Tues, and Thurs). Monday through Thursday there is a late bus to take students home who participate in after school activities or studies at LACS. It departs at 4:30pm.
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We welcome and are openly seeking feedback on this student planner and Footbook (handbook). Please, if you have any feedback, positive or negative, constructive criticism, questions, or suggestions, do not hesitate to contact Deb (Deborah.ptak@iosd.k12.ny.us) or Lisa (lisa.gervais@icsd.k12.ny.us).

We hope you enjoy this publication.
How to Contact LACS

Address: 111 Chestnut St
Ithaca, NY 14850

Website: www.ithacacityschools.org/lacs

Principal, Deb Ptak: deborah.ptak@icsd.k12.ny.us

Main Office Phone: (607) 274-2183

School Fax Number: (607) 274-2351

Important LACS Phone Numbers

LACS Main Office/Attendance Office/Office of the Principal……………. 274-2183
Dean of Students……………………………………………………………… 274-2183
LACS Fax Number…………………………………………………………… 274-2351
Guidance Office (Transcripts, Homework Requests, Counselors) ……. 274-2347
School Nurse/Medical Office……………………………………………… 274-2307
LACS Community Service Placement…………………………………… 274-2183
Library…………………………………………………………………………… 274-2308
Art’s Café (School Lunch Program)……………………………………… 274-2371
AIS/Support Teacher………………………………………………………… 274-2348
High School Resource Room……………………………………………… 274-2338
Middle School Resource Room ………………………………………… 274-2246
School Psychologist…………………………………………………………… 274-2332
School Social Worker………………………………………………………… 274-2332
School Custodians…………………………………………………………… 274-2309

Important District Numbers

Transportation Office…………………………………………………………… 274-2128
Special Education……………………………………………………………… 274-2264
Academic Intervention Services and ESOL …………………………… 272-0715
District Registrar……………………………………………………………… 274-2201
Board of Education ………………………………………………………… 274-2102
Superintendent’s Office …………………………………………………….. 274-2101
Chief Secondary Officer……………………………………………………… 274-2251
Ithaca High School Main Office……………………………………………… 274-2385
Athletics Office………………………………………………………………… 274-2155
TST BOCES……………………………………………………………………… 257-1551
Ithaca City School District
2019-2020 Calendar

Please note that the LACS calendar differs in some respects from this district calendar. See next page for a list of important LACS dates.
Important LACS Dates

September
  4 – Orientation day (new students only)
  5 - All school orientation day
  6 - First day of classes
  10 - LACS Picnic (5pm-8pm @ Stewart Park)
  16 - Open House (6pm)
  26 – 9th Grade Orientation/11th Grade PBAT Info Night

October
  10-11 – Fall Retreat (Brooktondale Nazarene Camp)
  23 - School Picture Day

November
  8 – Last Day of Cycle 1
  12 – First Day of Cycle 2

December
  2 – School Picture Make-Up Day
  20 – Winter Solstice Lunch

January
  17 – Last Day of Cycle 2
  21–22 – Exhibition and Testing Week (no classes)
  23–24 - Mid-year conferences (no classes)
  27 – First Day of Cycle 3

February
  17-21 – No School, Winter Break

March
  20 – No School
  27 – Last Day of Cycle 3
  30 – Last Day of Cycle 4

April
  6-10 – Spring Break

May
  18–22 – Trips Week

June
  15 – Last Day of Classes, Last Day of Cycle 4
  16 – Stewart Park Day (all students must attend)
  17–24 – Testing and Exhibition Week (no classes)
  23 – Middle School Promotion (@ LACS: 5:00pm Projects, 6:00 Ceremony)
  24 – Senior Graduation (@IHS Kulp: 6:00pm Projects, 7:00 Ceremony)
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### November 2019

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**Calendar Notes:**
- Monday, November 11: No School – Veterans Day
- Tuesday, November 12: First Day of Cycle 2

**Events:**
- November 2019

**Holiday:**
- Veterans Day
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Jan/February 2020

27 Monday  
First Day of Cycle 3

28 Tuesday

29 Wednesday

30 Thursday

31 Friday

1 Saturday  

2 Sunday
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February 2020

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**11 Tuesday**


**12 Wednesday**


**13 Thursday**


**14 Friday**


**15 Saturday**


**16 Sunday**


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25 **Tuesday**

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26 **Wednesday**

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27 **Thursday**

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28 **Friday**

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29 **Saturday**

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1 **Sunday**

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February 2020
March 2020

16 Monday

17 Tuesday

18 Wednesday

19 Thursday

20 Friday  No School – District Conference Day

21 Saturday  22 Sunday
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**March 2020**

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-36
April 2020

6 Monday  No School – Spring Break!


7 Tuesday  No School – Spring Break!


8 Wednesday  No School – Spring Break!


9 Thursday  No School – Spring Break!


10 Friday  No School – Spring Break!


11 Saturday  


12 Sunday  


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June 2020

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<td>Last day of Cycle 4</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>Stewart Park Day!</td>
</tr>
<tr>
<td>17</td>
<td>Wednesday</td>
<td>No School: Exhibitions/Exams</td>
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<td>18</td>
<td>Thursday</td>
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### June 2020

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<td>5:00 project viewing, 6:00 ceremony</td>
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<td>6:00 project viewing, 7:00 ceremony</td>
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LACS Footbook

This **FOOTBOOK** contains information relating specifically to LACS.

**Part 1** covers general topics about how the school functions and covers specific guidelines and procedures that members of the school community are expected to honor.

**Part 2** contains the LACS shared decision-making document, which governs how we decide things as a school community.

**Part 3** includes our GBE (Graduation by Exhibition) requirements for high school students, as well as expectations for successfully completing our middle school requirements.

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*The Ox (Our School Mascot):*

LACS's founder (and namesake) Dr. Dave (Dr. David Lehman) tells us that the ox was chosen from the American folktale of Paul Bunyan. Wherever Paul's giant pet, Babe the Blue Ox, went, he left enormous footprints. This paralleled the enormous footprints that LACSers intend to leave in their communities. Additionally, early LACSers pronounced our initials as "ox" (we used to be called "ACHS"). Accordingly, the blue ox is our mascot.
The LACS Footbook

Part I Information About LACS
LACS Footbook Part I: Information About LACS

History

The Lehman Alternative Community School opened as the New Junior High Program in September of 1974 with 65 students in grades 7-9. The ICSD School Board created NJHP following the recommendations of the “Lavender Proposal” that called for the creation of a secondary alternative school within the Ithaca City School District. The school began with 4 full time and 5 part-time staff and Dave Lehman as founding principal and teacher.

After successfully completing a 3-year trial period and evaluation the school moved from the former Gas and Electric Building on the corner of Court and Plain Street (since demolished) to E-Wing of Ithaca High School. After another report the Alternative Community High School was added (ACHS was called “OX” – hence the mascot). Shortly after we added our 6th grade – making the Alternative Community School from 6th through 12th grade. The school continued to grow and in 1983 we moved into our current location in the former West Hill Elementary school building on Chestnut Street.

While many of LACS’s structures were in place at the founding, including All School Meetings, family groups, committees and senior graduation projects, we have created and adapted many traditions over the years. We added “extended projects” to our schedule after a visit to the School Without Walls in Rochester in 1980. That same year the All School Meeting added our first Community Service Requirement and the Research requirement for Middle School. As we grew in size the all school camping trip gave way to trips week as we know it today.

In 1987 we joined the Coalition of Essential Schools, an educational reform movement led by Ted Sizer of Brown University. This prompted us to develop our own unique set of high school graduation requirements. By the mid-nineties all LACS high school students graduated by portfolios and performances - Graduation By Exhibition - rather than via credits and Regents Exams. While GBE included traditional subject areas (English, math, etc.), LACS added unique graduation requirements including Anti Bias, Conflict Resolution, and a senior team interdisciplinary project. Our Middle School continued with credits but we added the 8th grade challenge and began our work towards Promotion By Exhibition.

Dr. Dave Lehman retired as our founding principal in 2004 and the school was renamed, the Lehman Alternative Community School to honor both Dave and his wife Judy who was the school secretary. Joe Greenburg took the reigns as our 2nd principal and helped to oversee the major renovation of our building. With 265 students crammed into our little space and another 200 students on the waiting list the school district funded a major expansion. In 2010 we added a full gymnasium, a beautiful library, three science labs, additional classrooms, a kitchen, a cafeteria and our black box theatre. In 2013 our long-time social studies teacher, Diane Carruthers, became the 3rd LACS principal of over 300 students and 40 staff and in 2018 Deb Ptak became our 4th principal. Our schools commitment to democracy and community participation has meant that we are always adapting to the needs of each generation of students. You can see our current initiative (e.g. PBATs, PBE, digital portfolio) reflected elsewhere in this Footbook.
LACS Footbook Part I: Information About LACS

Mission
Our mission is to educate students to be global citizens in the 21st century.

Goals
1. To be a genuine Alternative where:
   a. students, staff, and parents/caregivers are directly involved in governance;
   b. students have opportunities for personal interaction with many adults, both in school and in the community;
   c. students may study subjects of personal interest;
   d. students are involved in anti-racist/anti-bias education; and
   e. courses are available which relate to contemporary issues in society.

2. To be a cooperative, supportive Community striving to share power and resources within the school and the larger community.

3. To be a School, an environment for active teaching and learning, working and playing together.

4. To remain steadfastly responsive to the people who make up our school community and, thus, to adapt to the changing needs of our students, parents/caregivers, and staff.

5. To encourage respectful relationships among people of different age, economic, racial, cultural and ethnic groups, providing opportunities to learn from each other, both academically and socially.

6. To provide curriculum and instruction which is non-competitive, heterogeneously grouped, and has constructive evaluation based on individual learning.

7. To provide a staff that is at least as diverse as the student body, providing role models and support for all students.

8. To encourage personally relevant expression and communication through the universal language of the arts.

9. To provide a curriculum that helps each student improve skills, from grade six through twelve, enabling each graduate to go on with education, to enter the job market, and to meet problems of daily life.

10. To provide appropriate support to help each student grow in skills, whatever the ability or subject.

11. To help students learn about their emotional, as well as intellectual and physical, selves.

12. To teach non-violent conflict resolution.
LACS Footbook Part I: Information About LACS

13. To act as a resource and forum for sharing our educational experiences within our District and beyond.

[These goals were originally developed in 1974-75 - the first year of the New Junior High Program and have been reviewed and revised by the LACS community three times, most recently in 1995-96.]

AN LACS PERSON OF CHARACTER STRIVES TO BE:

Anti-Biased: accepting others and their differences, realizing how their actions affect others.

Responsible: by acting in accordance with school guidelines and philosophy, and by being drug, alcohol, and tobacco free on school grounds, trips, and all other LACS activities.

Respectful: listening to others, acknowledging individuals merits and rights to make decisions, avoiding abuse, mistreatment, or taking advantage of people or their mistakes.

Trustworthy: demonstrating honesty, integrity, and reliability.

Caring: being kind, sharing, and sensitive to the feelings of others.

[Originally developed by the LACS “Families Against Racism” group during the summer of 1994, this list was reviewed and revised by students, staff, and parents, and approved by the LACS Site Based Council on 13 June 1996.]

Philosophy

Lehman Alternative Community School’s philosophy is based on certain beliefs and ideals. We recognize that change in our world is inevitable and we believe that it can be directed to promote the common welfare. Therefore, as an educational institution:

ƒ We believe we have a responsibility to promote a broader world view and a positive change by the way we design our curriculum and prepare our students for learning throughout their lives.

ƒ We believe in the importance of each individual student.

ƒ We believe in encouraging students to use freedom responsibly, and to make educational choices appropriate to their individual levels of development.

ƒ We believe in providing for the needs of a diverse population of students, and students of all abilities.

ƒ We believe in being a fair, caring, community-run school with respectful consciousness of all minorities.
LACS Footbook Part I: Information About LACS

We believe each student can excel through self-discipline, community support, and respect for people of all ages as educators and fellow learners.

We believe that learning can be of value to students in their present lives, not just for the future, and that students have a place in, and can make contributions to their society.

We believe the affective and creative aspects of learning are as valuable as objective and conceptual learning.

We believe, as a caring community, we will be concerned about recycling, reusing, composting, conserving energy, and feeding ourselves with locally-grown food.

By acting on these beliefs and ideals, we can enable our children to deal positively with change and to contribute constructively both socially and politically to our society.

[This philosophy statement of beliefs was developed by the joint student/staff/parent “Committee to Re-evaluate and Revise our Curriculum” - C2RC - in the spring of 1987, and was reviewed and revised by the LACS community during the 1995-96 school year.]
LACS Footbook Part I: Information About LACS

Admission to LACS

Admission to LACS is open to any sixth through eleventh grader (we typically don’t take seniors) and begins with an application and a visit. The application can be picked-up from the main LACS office anytime or from the LACS website, and the visits are handled in one of two ways - either by attending one of the winter or spring evening “Open House/Orientation Sessions,” which are advertised through the media and the elementary schools, or by arranging a conference with one of the School Counselors. Once the application has been filled out and returned to LACS, the names are placed into an “applicant pool.” Then, as there are openings, names are drawn from different sub-pools. Admissions are made with the goal of maintaining a diverse student population that is reflective of the Ithaca School District, with a balance of males and females, and approximately the same number in the different grades.

A more detailed overview and explanation of our school’s admission criteria and procedures are included with the application.

Attendance

Recurring unexcused absences or chronic lateness to class can result in students’ evaluations reflecting that they have not met expectations for a cycle.

Absences are defined as “legal” or “excused” according to the following:

1. When students have written excuses signed by a parent/guardian on file with the main office secretary, and are for any of the following: sickness, attendance at health facilities, sickness or death in the family, religious observances, impassable roads or weather, court appearances, music lessons, approved work programs, or college visits;

2. When students are on school trips/activities (including those involving BOCES or courses at other educational institutions) and they have notified the school in advance; and

3. When students have been “excluded” (suspended) for disciplinary reasons.

All other absences are defined as “unexcused”. 

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LACS Footbook Part I: Information About LACS

Emergency Evacuations

In the event that the LACS building has to be evacuated by all students and staff for a short period of time, all students and staff will initially gather in our gym (if the gym is not available, everyone will gather on the south asphalt playground), and then proceed by Family Groups down the sidewalk on the east side of Chestnut Street to the U.S. Army Reserve building at the north end of Chestnut Street. If students have to be sent home from there, arrangements will be made for the district buses to pick up students on Chestnut Street, not Sunrise St, and for parent/caregivers to pick-up students in the Army Reserve parking lot off of Sunrise Street.

LACS will perform regular fire drills, evacuation drills, and lock-down drills, in accordance with district recommendations.

More detailed procedures are available in the school's Emergency Response Plan, available in the Main Office.

Dance Procedure and Guidelines

1. **Check with the school secretary first** to sign up on our building use calendar and be sure the gym is available for use.

2. **There should be at least five (5) adult chaperones, and at least two (2) of these should be males;** chaperones can be staff or parents/caregivers. **The names of the chaperones should be given to the school secretary before the dance.** There should be at least one chaperone in the gym at all times. Typically, chaperones are stationed at the outside doors, in the upstairs hall, and in the front hall near the front door at all times. Chaperones should patrol both inside and outside the school, and check bathrooms frequently.

3. **A chaperone must be by the front door at all times and once people leave the dance they will not be re-admitted to the dance.**

4. Only LACS students and their dates may attend an LACS dance. LACS students assume responsibility for guests they bring into the school, and **must register their date’s name in advance** with the adult sponsor of the dance (e.g. Family Group Leader).

5. There is no smoking allowed in the school or on school grounds. This rule applies equally to students and adult chaperones.

6. It has been a courtesy to let the neighbors across the street know when we will be holding a dance.

7. An adult sponsor of the dance should notify the Police Department when a dance is planned so they can help ensure the safety of all.
LACS Footbook Part I: Information About LACS

Dress Code

With the following two statements below as our guideline, and drawing on our experience in this area over the past forty years (in which dress has not been a significant problem), the staff and students at LACS will continue to work together with our parent/caregivers to maintain a “safe environment” as free possible from any “distractions and disruptions” that might be caused by a student’s dress; an educational environment where the “educational process is not impeded.”

LACS students are expected to honor the dress code as outlined in District “Student Conduct and Student Discipline Handbook of Student Rights and Responsibilities” which states –

“The purpose of this dress code is to support a school community environment that is safe orderly and committed to the delivery of the educational services without distractions or disruptions....” and that such a Dress Code should “...prevent distractions which impede the educational process.”

This district “Dress Code” also refers to the Ithaca City School District policy #5311.5 which was approved by the Board of Education on 24 July 2001, which states:

“The responsibility for student dress and general appearance shall rest with individual students and their parent/caregivers...The Board prohibits attire bearing an expression or insignia which is obscene, lewd, vulgar or libelous, or which advocates violence or prejudice on the basis of a protected classification [e.g. race, ethnicity, sexual preference, religion, etc.] as defined by district policy #5020” ... “The superintendent, principals, and other designated administrators shall have the authority to require a student to change his/her attire should it be deemed inappropriate according to the above guidelines.”

Family Groups

Functions include, but are not limited to:

1. Counseling - formal and informal, individual and group, personal and/or school issues, during or after school.

2. Academic Advising and Monitoring - filling-out forms, distributing information, making schedules, monitoring student progress, and discussing teachers’ Evaluation Reports and “Flags”

3. Parent/School Communication and Community-Building - Family Group leader main contact with parent/guardians, informal meetings throughout the year, in person and/or phone conferences, all school events, Family Group events involving parents/caregivers
LACS Footbook Part I: Information About LACS

4. Friendship and Social/Peer Identity - place to form new friendships, strengthen old ones, discuss what friendship means, to do things together, learn about themselves in social settings, task-oriented situations, and decision-making

5. Social/Group Skills/Interaction - working with others in an organized group setting, learning what makes groups successful; participation in decision-making, “laboratory in civics/in democracy,” students encouraged to take leadership for/of the group

6. Developing a Consciousness of Alternative Education - discussing our philosophy and beliefs, goals, and values, and what makes our school “Alternative” or different

7. Recreational - having fun together; developing, planning, and organizing group activities

8. ASM Attendance and “Check-Ins” - attendance at weekly All School or Unit Meetings is taken by the Family Group; also, during Family Group time “checking-in” involves giving each student “air-time” to say how he or she is doing and to get support from the group

9. Discipline/Conflict Resolution - all discipline begins with the Family Group Leader, perhaps with another student or dispute resolution or third-party intervention, if unsatisfactory or more serious, then to the Mediation Committee or the Alternative Community Court

10. Spring Trip Fund-Raising – planning/implementing various methods of raising each Family Group’s share of funds towards school trips

Family Group Change Process

1. Family Group changes will not be made until after 30 days from the announcement/posting of initial Family Groups in September - this means no attendance at or visiting of any other Family Group during that 30 day period.

2. It is the student’s responsibility to tell their present Family Group Leader if s/he wants to switch Family Groups.

3. It is the student’s responsibility, also, to tell one or more Family Group Leaders that s/he would like to switch into their Family Group if possible. Family Group leaders who receive requests must:
   
   - take the student’s name and reason as to why the student is requesting the change, but make no decision or commitment at that time
   - not discuss such a request with members of their Family Group

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4. Students can only request a change once per year.

5. All Family Group changes should be made before the end of 2nd cycle (or 1st semester).

6. Family Group changes will be determined by size of Family Group.

7. If and when a Family Group change has been approved by the two Family Group Leaders, then it is the responsibility of the student to complete an “Add/Drop” form in the guidance office; the form requires the signatures of both Family Group Leaders.

Harassment/Anti-Bias

If you feel you have been harassed sexually, verbally, or physically, or have been treated in a prejudicial or biased manner by another student, then contact one of the members of the “Anti-Bias Support Team” (or, if you prefer, another staff member who could contact one of them), and the incident will be investigated.
LACS Footbook Part I: Information About LACS

Homework and Graduation Requirements

Each teacher will establish clear guidelines for homework completion and lateness which may impact whether or not a student has *Met Expectations* for the cycle. Particular homework assignments may also be portfolio demonstrations tied to graduation outcomes (See GBE requirements on page 90). While a student may fail to meet expectations for a particular cycle or cycles, they still must complete the portfolio demonstrations for each essential area in order to graduate. To complete any outstanding portfolio demonstrations a student may:

1) Negotiate with the teacher for completing any late or INC demonstrations
2) Take a “portfolio completion” project and finish the demonstration by the new deadline
3) Take a new class or independent study to complete the portfolio requirements

**INCOMPLETES**

A teacher may give a student an incomplete rather than NOT Met Expectations if the situation that caused a student to need more time to complete work was *beyond the control of the student* (e.g. an extended illness). In this case, the teacher will award an *INC* on the evaluation and establish a new due date for completion. The student will receive a re-evaluation once the work is completed. If the teacher determines that a student was capable of completing the work on time, the evaluation should read *NOT Met Expectations* for the cycle. The student will still need to complete any outstanding portfolio demonstrations to graduate.

Off-Campus Policy and Procedures

LACS high school students (grades nine through twelve) - and not middle school students (grades six through eight) - have “off-campus” privileges provided a “Release-Time Custody Agreement” form is completed and signed by their parent/guardian(s) and Family Group Leader at the beginning of each semester. On this form it indicates when a student is granted such privileges to leave the LACS campus. Although typically such times are at lunch and when a student has a “free” period, it can refer to any time and is based on our belief in students taking increasing responsibility for their own education. Students with such a completed form on file in the main office must “sign-out” and “sign-in” on the daily log sheet maintained in the office.

Any high school student who is off campus without an approved “Release-Time Custody Agreement” form, or who does not “sign-out,” will initially be given a warning in person and in writing to them and their parent/guardian(s), and it will be filed in the main office. If this occurs a second time, the student will lose “off-campus” privileges for a two week period. Any repeated occurrences will result in extended loss of such privileges.
Likewise any middle school student who is off-campus will initially be given a warning, and the second time will be expected to do three days of community service during after school with our custodial staff. Any repeat occurrences will result in extended community service.

**Overnight Guidelines**

The following list of guidelines (approved by both the All School Meeting and the Staff Meeting) applies to all Family Group or other LACS student group “overnights” held in the LACS building:

1. Any LACS group requesting an overnight must sign-up with the School Secretary on the “building use” calendar to make sure there is no conflict with another group using the building and complete a building use form.

2. A signed parent/caregiver permission form must be collected for each student prior to the overnight
LACS Footbook Part I: Information About LACS

3. Security – only the front door to LACS should be used, and it must be locked after the group is in the building with no student leaving the building unless it is a whole group activity

4. Maximum number of students – Family Group members only; maximum of two Family Groups on the same night; similar limit of numbers for other groups

5. Male and female adult supervision is required for mixed gender groups.

6. Limit space to necessary areas – gym, kitchen, bathrooms, sleeping space – make prior arrangements with those staff who work in these areas, particularly if requesting equipment, and return all equipment

7. Appropriate rest/bedtime (quiet) 11:00 p.m. to 7:00 a.m., with all areas cleaned and ready for school

8. All regular school policies (as outlined in this Footbook) will remain in place, e.g. no smoking in the building or on school grounds.

9. At least one of the adults supervising must be AED/CPR certified.

Plagiarism

In middle school, prior to taking the 8th grade Researchers course, cases of plagiarism are left to the course teacher to address (perhaps with the assistance of the student’s FG Leader) and viewed as a “teachable moment” about what plagiarism is and instructional support is given on how to redo the assignment with integrity. Repeat offenses will be addressed on a case-by-case basis in consultation with colleagues/administration.

At the high school level, first offense cases of plagiarism will involve the course teacher informing administration and a conference will be arranged with FG Leader, teacher, parent/caregiver, and student to review the circumstances of the charges. If found responsible for cheating on a particular assignment, the typical response is still in the spirit of a “teachable moment” and will have the student redo the assignment in its entirety, as well as submit a written reflective essay defining plagiarism, sharing what led to the lapse in integrity, and how to seek support for the work ahead of time. Repeated offenses will likely result in additional and more significant consequences.
LACS Footbook Part I: Information About LACS

Rights and Responsibilities

The following statements were approved as an overall statement about what we expect of each other as far as our behavior. These were approved by the All School Meeting in the spring of 1995:

A. You have the right as an individual and/or as a group to feel and be safe in the school, and:
   - you have the responsibility to keep the school safe;
   - you have the responsibility to behave in a manner conducive to learning; and
   - you have the responsibility to keep the school a healthy learning environment.

B. You have the right as an individual and/or as a group to feel and to be respected in the school, and:
   - you have the responsibility to respect other people’s property;
   - you have the responsibility to respect other people’s feelings; and
   - you have the responsibility to respect the school.

Rules and Expectations

Rules

[Note - On the following pages there are the various rules that have been developed over the years by students and staff at LACS from which were developed in case a student needs a more specific description of a “rule” than the general statements of “rights and responsibilities” provided above. There also is a reference to the Ithaca City School District’s Handbook of Student Rights and Responsibilities: School Conduct and Student Discipline Manual, copies of which are made available to all students, staff, and parents/caregivers in the beginning of the year.]

1. No stealing
2. No defacing the hall displays, announcements, etc.
3. Dispose of waste and unneeded materials using specific recycling, compost, and trash containers
4. Don’t harm others physically or emotionally
   [This rule was further clarified in March 1990 as follows:
    a. If two or more students “physically abuse” each other (shove, slap, hit, trip, kick, or grab), then both students will be excluded (suspended), either in-school or out-of-school to home, for the remainder of that day (or the following day), parents/caregivers will be called, and a discipline hearing will be initiated;
    b. If a student “verbally abuses” another student (attacks another with words including name-calling and swearing), then the abused should immediately do one of the following - request a meeting with his or her FG Leader and the FG Leader of the other student who is involved, request Mediation to deal with the conflict, or file a ACC Review form, and in addition, should notify]
LACS Footbook Part I: Information About LACS

his or her FG Leader immediately of the choice made and who was
the other student involved in the abuse; and

If one student "physically abuses" another (as defined in (a)
above), then the offender will be excluded (suspended) from LACS,
the case will go to ACC, and Mediation may be utilized where
appropriate (note - the Family Group Leader and
parents/caregivers will be notified in this case as well).]

5. No extortion or threatening others
6. Don’t slide down banisters
7. Skateboarding, bikes, unicycles, shoes w/wheels, etc:
   f No riding of aforementioned devices inside the school building at
   any time (meaning “don’t have the skateboard/bike/etc. between
   you and the floor”)
   f Riding outside during lunch, free periods, before and after school
   is allowed on LACS school grounds--but not in the front driveway
   or parking lots, and not at the time when a student has a scheduled
   Class, Project, Committee, Family Group, or meeting
   f Students must wear proper safety equipment (helmet, etc.)
   whenever skating/riding on LACS grounds
   f Students must report to the Head Custodian, Night Custodian, or
   Principal any damage or unsafe condition with equipment or
   riding/skating areas

   Skating/Riding Consequences:
   1st violation---warning and phone call home
   2nd violation--call home & written assignment about infraction
   3rd violation--one (1) week ban from riding/skating at school
   (parent/caregivers keep student’s equipment at home)
   4th violation--two (2) month ban from riding/skating at school
   (parent/caregivers keep student’s equipment at home)

8. Don’t throw snowballs around cars
   [Further clarification - snowball throwing is allowed only on the north
   "ultimate frisbee" field with the consent of those participating.]
9. No weapons in school
10. Personal music devices are allowed in school, but don’t use them in
    ASMs or in class unless a teacher says that you can
11. No smoking on school grounds
12. Don’t disturb other people
13. Don’t disturb classes unless it is absolutely necessary
14. Keep your shoes on
15. Don’t mess with people’s lockers or belongings
16. No running in the halls [This rule was further clarified in March 1990 and
    modified in the fall of 1993 as follows:
    a. The first time any student is observed running in the building
       (except in the gym), that student will receive an immediate
       warning, will be expected to stop immediately, and his/her
       parent/guardian(s) will receive a call or letter to inform them of
       the incident and the warning.
    b. If, any time during the rest of the school year, that student is
       observed running in the building a second time, s/he will be
LACS Footbook Part I: Information About LACS

expected to stop immediately and will be given one day of "community service" to be coordinated with the custodian.
c. Further running violations will result in a one day exclusion (suspension) from LACS.
d. There will be no exceptions to our rule of no running in the building, not even for emergencies. In an emergency, remain calm, determine clearly what has happened, and then move quickly - but do not run - to the Nurse's Office and then to the Main Office. Do not panic; running could cause another accident. We need to ensure a safe environment for everyone in our school community.]

17. No card playing, using phones, listening to music, or sleeping in school meetings
18. We have an "Off-Campus Permission Form" which, if filled-out/signed appropriately, allows high school students to be off-campus at specified times, but requires that they sign-out and sign-in in the Main Office.
   f First offense: one day exclusion (suspension - new students will be given a warning their first time)
   f Second offense: one day exclusion (plus two week loss of Off-Campus Permission for high schoolers)
   f Third offense: one day exclusion plus one cycle loss of Off-Campus Permission.

Expectations

1. Go as far beyond the minimum as you personally can
2. Come to class on time
3. Don't leave class unless it's worth the interruption caused
4. Attend all classes, Family Groups, Committees, and ASMs
5. If you must skip a class, do it responsibly; explain your absence to the teacher/class, and get all homework
6. Be respectful of other people
7. Listen to other people when they're speaking and don't interrupt
8. Expect to have the right to be listened to
9. Respect things owned and/or used by other people
10. A person's locker is their personal space and should be treated as such
11. If you borrow something, return it undamaged
12. A drinking fountain is a drinking fountain, use it to drink out of
13. Use the bathrooms as they were intended to be used
14. Be careful with the school's equipment
15. Respect other people's needs
16. The Main Office is the hub of the school; keep it quiet and clean, and be nice to the secretary
17. Represent LACS as a good place to come and learn
18. Show respect to the people visiting LACS, guest speakers, etc.
19. Be respectful to substitute (guest) teachers
20. Keep the school grounds looking nice; dispose of waste responsibly using containers for compost, recycling, trash, etc.
United Nations Universal Declaration of Human Rights

The United Nations (UN) came into being in 1945 with the stated purpose to bring peace to all nations of the world. A committee of persons headed by Mrs. Eleanor Roosevelt, wife of US President Franklin D. Roosevelt, wrote a special document “declaring” rights that everyone in the entire world should have—the Universal Declaration of Human Rights. Today all the member states of the UN have signed on in agreement with the Universal Declaration of Human Rights.

This is simplified version of its 30 Articles:

1. We Are All Born Free & Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

2. Don’t Discriminate. These rights belong to everybody, whatever our differences.

3. The Right to Life. We all have the right to life, freedom, and safety.

4. No Slavery. Nobody has any right to make us a slave.

5. No Torture. Nobody has any right to hurt us or to torture us.

6. You Have Rights No Matter Where You Go. I am a person just like you!

7. We’re All Equal Before the Law. The law is same and fair for everyone.

8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly.

9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

10. The Right to Trial. If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.

11. We’re Always Innocent Until Proven Guilty. Nobody should be blamed for something until it is proven. We have the right to disprove accusations.

12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.

14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
LACS Footbook Part I: Information About LACS

15. Right to a Nationality. We all have the right to belong to a country.

16. Marriage and Family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas.

20. The Right to Public Assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. The Right to Democracy. Every grown-up has the right to take part in the country’s government and should be allowed to choose their own leaders.

22. Social Security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on, and medical help if we are ill or old.

23. Workers’ Rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24. The Right to Play. We all have the right to rest from work and to relax.

25. Food and Shelter for All. We all have the right to a good life. All people have the right to be cared for.

26. The Right to Education. Education is a right. Primary school should be free. Our parents can choose what we learn.

27. Copyright. Copyright is a special law that protects one’s own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.

30. No One Can Take Away Your Human Rights.
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The Bill of Rights

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

AMENDMENT I
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT II
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

AMENDMENT III
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.
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AMENDMENT VII
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

AMENDMENT VIII
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Site-Based Council

The functions of Site-Based Council include, but are not necessarily limited to:

- setting in-school policies for the program;
- recommending staff for hiring to the School Board;
- evaluation of courses and learning activities;
- long-term planning;
- advising the staff to problems which may not be evident to those working inside the program;
- public relations;
- developing supportive measures for the program;
- seeking community resources;
- investigating grant funds for special projects; and
- arranging parent resources.

The membership of the Council is: twelve students, four parents/caregivers, four staff, and four representatives from the greater Ithaca community. The Council meets once a month, forms committees to do some of its background work, and operates by consensus. Their meetings are always open to any member of the LACS community.
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Smoking Policy

Absolutely NO SMOKING by students or adults (staff or parents/caregivers) in any school buildings, any school grounds, or in school buses, or private cars on school grounds, at any time.

Consequences for students who violate the smoking policy:

First and Second Violations:
- Attend an afterschool class with the School Nurse on the health dangers involved in smoking.

Third Violation:
- The student is excluded (suspended) from LACS for one (1) day.

Support Services

LACS provides “Support Services” which include – Special Education Resource Room Teachers and Teachers Assistants for both middle and high school students, an English as a Second Language (ESL) Teacher, Academic Intervention Services (AIS), “504” Services, a social worker, a school psychologist, a nurse, middle and high school counselors, and an outreach worker.

Talent Show Performance Guidelines

1. Each proposed act must be previewed by a “Screening Committee” of students and staff. No act may be performed unless it has been approved by the Screening Committee.
2. There is a five (5) minute time limit for each act.
3. There is a time limit of one period (about 40 minutes) for the entire show.
4. Acts should have genuine talent, humor, and/or fun (e.g. singing, playing music, reading poetry, dancing, or other performances.)
5. Performances may not contain obscenities or put downs aimed at any individuals or groups.
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Visitor Guidelines

For All Visitors (Including Former Students):

1. Please sign-in at the Main Office. You will identify the reasons for your visit and the plan for your stay (and your host, if applicable).
2. For anyone visiting for more than one day per cycle, you or your sponsor must make pre-arrangements with the Principal or Counselor.
3. When leaving, please be sure to sign-out in the Main Office.

Prospective students (thinking about going here) and parents/caregivers, staff from other schools, and other adults, after steps 1-3 above:

f Your visit needs to be prior-arranged with a Counselor or the Principal.
f As you go to each class, please introduce yourself at the beginning of the period to the teacher. Unfortunately, it may be that some classes won’t be appropriate for you to attend for that day. If so, please check back with the Main Office.

Friends of current LACS students, after steps 1-3 above:

f Your visit needs to be prior-arranged with a Counselor or the Principal.
f Your host should introduce you to the teacher at the beginning of each class, especially if you are following different schedules.
f Your host should review with you the LACS Philosophy and Goals as well as our LACS Rules & Expectations.

For LACS students wanting to bring a visitor:

f At least one day before you want to bring a visitor to school with you, check with a school counselor to make sure that it is a good day to have a guest. The counselor will need contact information for your guest.
f Guests need to come on Mondays, Wednesdays, or Fridays only.
f Guests should clear the visit with their own school before they come to LACS. [Note - students who are suspended form their own school cannot legally be on our school grounds during the suspension.]
f Be sure your guest signs-in at the main office.
f Your guest is expected to be in classes with you each period.
f Introduce your guest to your teachers at the start of each class.
f Consider yourself responsible for your guest.

For groups wishing to visit LACS:

f Groups of teachers/administrators/students/parents/caregivers who wish to visit LACS are welcome, but must be pre-arranged with the school principal.
f When visiting classes we request that you stay for the whole class and not leave in the middle.
f We welcome any donations you would like to make to our “Visitors’ Institute Fund” (which provides support for students with financial needs to participate in some school activities).

[These guidelines were approved by an ASM in 1988.]
Visual and Verbal Expression Guidelines

NOTE: The following guidelines and information summarize research done by the Student Rights and Responsibilities Committee on issues of free speech in schools. The research was done in 1990.

I. Guidelines for verbal expression (video, radio, spoken language):
   *Obscenity and indecent material is a no-no.*
   In 1987, the FCC made it clear that the broadcast of obscene programming is a criminal offense. Indecent material includes:
   - the “seven dirty words” made famous by the George Carlin monologue
   - language or material that depicts or describes, in terms patently offensive as measured by contemporary community standards for the broadcast medium, sexual or excretory activities or organs.

II. Guidelines for visual media (photo, video, drawing, murals, painting):
   *Nudity is a no-no.*

   Applicable statutes:
   - 235.20 – No disseminating indecent material to minors.
     “Minor” means any person less than seventeen (17) years old.
   - 245.11 - Public display of offensive sexual material.
     A person is guilty of public display of offensive sexual material when, with knowledge of its character and content, he displays or permits to be displayed, in or on any window, showcase, newsstand, display rack, wall, door, billboard, display board, viewing screen, moving picture screen, marquee or similar place, in such manner that the display is easily visible from or in any: public street, sidewalk, or thoroughfare; transportation facility; or any place accessible to members of the public without fee or other limit or condition of admission such as a minimum age requirement and including but not limited to schools...; any pictorial, three-dimensional or other visual representation of a person or a portion of the human body that predominantly appeals to prurient interest in sex, and that:
     a. depicts nudity, or actual or simulated sexual conduct or sado-masochistic abuse; or
     b. depicts or appears to depict nudity or actual or simulated sexual conduct or sado-masochistic abuse, with the area of the male or female subject’s unclothed or apparently unclothed genitals, pubic area or buttocks, or of the female subject’s unclothed or apparently unclothed breast, obscured by a covering or mark placed or printed on or in front of the material displayed, or obscured or altered in any other manner.
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III. Guidelines for displaying student artwork and projects:
   For students to display art/projects, the following guidelines are to be met:
   f The student(s) and teacher will determine where to display it.
   f If a member of the LACS community is offended by the displayed art/project, that person shall inform a staff member who will then inform the artist of the work in question that the display will be taken down until a meeting between the artist and complainant has been held. This meeting will be held with facilitative support from a staff member on the soonest date possible.
   f During the meeting, the complainant will have an opportunity to express his/her feelings to the artist and the artist will have a chance to explain intent in the work. The group will come to an agreement as to where/when the art/project will be displayed.
   f If no agreement can be made, the staff member involved, in consultation with the Principal, will decide if/where/when the artwork/project will be displayed.

IV. Related Constitutional Interpretations:
   f “The First Amendment to the U.S. Constitution guarantees freedom of speech to all Americans. Students in the Ithaca City School District do not shed (their) constitutional rights to freedom of speech or expression at the schoolhouse gate. However, that constitutional guarantee does not permit students to interfere with the orderly conduct of classes, to force others to participate in a particular method of expression or to violate the rights of those who disagree with their point of view”¹
   f “At the secondary public education level, a school will further have total discretion to suppress speech or activities which might harm or confuse impressionable youth.”²

V. U.S. Constitutional Guidelines for Obscenity:
   f Would an average person applying contemporary standards find that the material appeals to prurient (i.e., purely sexual) interest?
   f Does the work depict or describe, in a patently offensive way, sexual conduct specifically outlawed by applicable state law?
   f Does the work lack serious literary, artistic, or scientific value?³
   f “The courts determined that student speech that does not rise to the level of legal obscenity may be censored and that educators can exercise editorial control so long as their actions are “reasonably related to legitimate pedagogical concerns.” (Also note that media containing obscenity, indecency, and nudity may be used by a teacher in a classroom for legitimate educational purposes.)⁴

Footnotes
1. Ithaca City School District, School Conduct and Student Discipline, A Handbook, p.6-7
4. NYS Education Department, Appeal of Eric Brenner, No. 12153 (cases cited: Bethel School District No. 403 et al. V. Frasier; Kuhlmeir v. Hazelwood School District)
The LACS Footbook

Part 2

Shared Decision-Making
LACS Footbook Part II: Shared Decision-Making

Preamble
We, the members of the Lehman Alternative Community School, being of sound mind and body, wishing to bring our school out of the murky, primordial waters of our democratic past, and desiring the purity, cleanliness, and clarity of order, desire adoption of the following system of site-based self-government. May order prevail unto eternity.

Purpose
The purpose of this Decision-Making Document (DMD) is to lay out guidelines for the LACS community which clearly define who gets to decide what in our school. The Decision-Making Document is to be used by the school and community to demonstrate where a new proposal goes and general guidelines defining how that proposal shall be decided.

While this purpose shall remain the basis for the document, we realize that the document itself shall need revision as the school matures. A process for amending this document is included under purview.

History
This decision-making document arose from the uncertainty Agenda committee faced in the mid-1990s. A proposal was brought to the committee, and Agenda was unable to decide if it should be brought before the students in All School Meetings or before staff in staff meeting. The question of who should decide this proposal led to the creation of a student “Constitution committee,” which was to draft guidelines for the school that would decide what sorts of proposals would come to staff, what would go to students, and what would be decided by other groups. Agenda would then use this document, upon approval by the school, to decide where the controversial proposal—and others like it—would go. This document is the combination of student and staff versions, with parent input through the LACS site-based council.

In 2008, the school community began to feel a lack of ownership over the school democracy. Many felt that the layers of bureaucracy were interfering with the ability for involvement with the governance of the school. To address these issues, a group of students proposed a committee be formed to examine the school democracy and create a proposal to change the democratic systems. The Reconstitution Committee first met second semester ’08-’09, and after a year of examining the school’s feedback, brought a proposal in early 2010 which simplified the previous system.

In August of 2018 we edited this Footbook description of LACS’s decision making model to be consistent with what was written in the Decision-Making Document and currently practiced by the Agenda committee and Site Based Council. The sections on principal and Site Based Council purview were edited to be consistent with New York State Education Department regulations, District policy and ITA contracts. For questions about these changes talk to Chris Sperry.
LACS Decision-Making Model

How is school government at LACS organized? What school groups can make decisions about what?

A. LACS Council/Site Based Council (SBC)
The LACS Site Based Council is made up of representatives from different stakeholder groups including parents (4 reps), staff (4), students (6 – including School Board rep.), community (2), the principal and a School Board liaison. Quorum requires at least 1 parent, 1 student and 1 staff member. Although the Council is accorded specific responsibilities, its main responsibilities should be to review and advise.

1. Non-decision making responsibilities
   a) Council must gather input from all concerned parties before making decisions.
   b) Council must publicly post its decisions, both in full and in a quick, easy to read format (perhaps on posters.)

2. Decision Making Responsibilities
   a) Deciding how decisions are made in the SBC
   b) Final say on interpretation of this document if agreement cannot be reached on the correct interpretation.
      (1) Creating a proposal to clarify or amend this document once decided.
   c) Convening a Compromise Committees and proposals when Split Student/Staff decisions are not in alignment (see Process and Practices)
   d) Implementing the Admissions Policy set by the School Board (to be shared with the school)
   e) Recommendations to Principal concerning
      (1) Budget
      (2) Hiring / dismissal of Staff
      (3) Buildings and grounds
   f) Specific goals (to be shared with school)
      (1) Five-Year School Development Plan
      (2) Other concrete goals
   g) Allocation of Special Funds

B. Staff Meetings
A staff-only group that decides when and which classes and projects are offered and may check proposals voted on in ASM in some circumstances (see appendix A)
LACS Footbook Part II: Shared Decision-Marking

1. Non-Decision-Making Responsibilities
   a) Posting all decisions made by Staff Meeting that fall under this document. These decisions must be posted in a public location, both in full and in a quick, easy to read fashion.

   b) Getting student input and being receptive to student input for all matters relating to when and what classes, projects, family group, etc. are offered. To be achieved by evaluations of classes, informal questionnaires, petitions, or other methods that may arise.

   c) Making sure that there are enough courses to fulfill all Middle School Challenges and High School Graduation Requirements.

   d) Notifying students of expectations for each individual class/project/committee

2. Decision Making Responsibilities
   a) When classes and projects are offered, excluding student led classes or projects.

   b) Who teaches what classes and projects, excluding student led classes or projects.

   c) Requirements and expectations of individual classes, projects, committees

   d) Participate in Split Student/Staff decisions (see Process and Practices)

   e) Deciding how decisions are made in Staff Meetings.

C. All-School Meetings (ASM)

LACS's version of direct democracy; one person, one vote. Staff and students both involved for all decisions (unless Split Student/Staff).

1. Non-Decision-Making Responsibilities

   a) Posting all decisions made in a public location, both in full and in a quick, easy to read fashion.

2. Decision Making Responsibilities

   a) ASM may vote to suspend/destroy a committee that no longer serves the school's needs

   b) Deciding how decisions are made in School Meetings.

   c) Fall Retreat and Spring Trips
LACS Footbook Part II: Shared Decision-Marking

(1) When it occurs
(2) Allocation of funds
(3) Other matters unless interfering with district policy
d) Rights and responsibilities
   (1) Expectations and agreements of behavior
   (2) Processes for dealing with violation(s) of expectations
e) School Look
   (1) Flags/Logos/Etc.

D. Split Student/Staff Decisions

For the following issues students and staff decide separately, typically with a student-only vote in ASM and staff consensus in staff meeting. If agreement cannot be reached between students and staff then the Site-Based Council convenes a Compromise Committee (see Process and Practices).

   a) Philosophy Statements (see glossary)
   b) Timetable/Schedule
      (1) How the day is broken into periods (see appendix C)
      (2) How the week is divided, i.e.; when morning meeting, family group, etc. happen
      (3) Whole school events during the school day
   c) Requirements for high school graduation and middle school promotion
   d) Formal evaluations of students; staff, and teaching.
      (1) How such evaluation takes place
      (2) Appearance of forms
      (3) Content of forms
   e) Attendance Policy
   f) Modifying or amending this document

E. Students as a Group

1. Election of Representatives to:

   a) Site Based Council
   b) School Board.

F. Committees

Committees are an integral part of School decision-making and do service for a school need. Committees help to facilitate our democratic decision making (e.g. Agenda, Site-Based), maintain the building (e.g. Maintenance, Beautification), deepen our culture and pedagogy (e.g Feminism, Students of Color, WAM), organize LACS functions (e.g. Fundraising, Yearbook) and much more. A new committee can be created by students as long as they can get a staff member leader. Each committee oversees its own goals and responsibilities.
LACS Footbook Part II: Shared Decision-Making

Processes and Practices

A. Split Student/Staff Decisions

Description of the Process:

I. Shared student-staff discussion meetings must take place before any vote, preferably “small meetings” during a scheduled All School Meeting time. No vote may occur at this meeting!

II. During the discussion, amendments may be made to the proposal by either staff or students.
   1) All friendly amendments that are passed by the students are submitted to the staff for consideration at the next available staff meeting. (friendly amendments that students do not pass are dead.) Students do not vote on the proposal until after the staff have decided on amendments,
   2) The staff decide which of the friendly student-passed amendments to accept and then decide on the whole proposal as amended.
   3) At a subsequent meeting, the students vote on the same proposal as the staff (as changed by those friendly amendments) that passed both students and staff.

III. Two decision making meetings take place after the shared discussion meeting, one for staff and one for students. These meetings may or may not include discussion.
   1) If both students and staff decide in favor of the proposal, the proposal is enacted.
   2) If both students and staff decide against the proposal it is dead.
   3) If students and staff disagree (one for and one against),
      a) The proposal is sent to the Site Based Council with the intent of reconciling the differences.
      b) The SBC convenes a “Compromise Committee”. At least some members of the committee must be members of the SBC. Proposal authors may not be on the committee but are invited to give their input. The committee may be a standing Compromise Committee or Ad Hoc but it must allow new members for each new issue.
      c) The Compromise Committee meets for “hearings” at least twice.
         • The hearings are intended to listen to all sides of the issue(s) under disagreement as well as hear suggestions for solving the issue(s). The author of the proposal and all other interested parties are recommended to attend.
         • One hearing must occur during school hours or immediately after school. The other hearing must occur in the evening.
         • Times and locations of these hearings must be clearly announced and posted at a reasonable amount of time before the hearings take place.
         • Written opinions must be solicited.
         • Thorough notes are taken at each hearing.
LACS Footbook Part II: Shared Decision-Marking

d) A meeting of the compromise committee is set up to make a compromise proposal.
   - Times and locations of these hearings must be clearly announced and posted a reasonable amount of time before the hearing takes place.
   - The author of the original proposal and all other interested parties may attend but may not vote.
   - The new compromise proposal is written and agreed to by all members of the committee.

e) The newly compromised proposal is resubmitted to the Split Student Staff process. *
   - If both students and staff agree the proposal I enacted
   - If either the students or staff decide against the proposal, the proposal is dead (and buried).

B. Submitting Proposals

1) To a group that you are a member of:

   a) Each decision-making group (for example, Staff Meeting, School Meetings, etc.) will establish its own guidelines on submission of proposals. However, any person must be allowed to make a proposal, pursuant to guidelines established in this document and any guidelines the group itself may make from time to time.

   b) These guidelines must be clearly and publicly posted.

2) If you are a parent or community member, including alumni:

   a) You may submit a proposal to any school decision-making group.

   b) You must find a "sponsor" to bring that proposal to the correct group. You have the right to participate in that decision-making group's process but may not vote. That sponsor must be a member of the school, but not necessarily the group that will decide on the proposal.

3) To a group of which you are not a member:

   a) Any group or individual may submit a proposal to be reviewed by any decision-making group. That proposal will then be decided by that group using their regular process. You have the right to participate in that process but may not vote.
C. Timetable/Schedule

If any person wishes to make a change for the next school year which would affect the timetable (for example, offering all double-period classes) or change the timetable directly that person must bring his or her idea through the Spit Student/Staff process in the year before the change would go into effect. This is intended to prevent changes to the timetable/schedule made over the summer that would significantly affect all students or staff.

D. Consistency with Goals

1. Any person who feels that a decision was made that was inconsistent with school goals or philosophy should bring a proposal to change that decision to the appropriate group.

   a) A person outside of the regular school decision making groups should find a sponsor within the school, who will help determine the appropriate venue and submit a proposal.

   b) Agenda should confer with the author and schedule that proposal for the very next regular school meeting, or recommend that an Emergency All School Meeting be called.

E. Consistency with Process (If this Document is Incorrectly Interpreted) i.e., a change is made by a group or process which should not have had purview over it, or a process is misused.

1. The person who notices makes an appeal to Agenda Committee.

2. Agenda compares the issue to the Decision-Making Purview

3. If the Agenda determines that the correct process was followed the results of the decision are upheld.

4. If the Agenda Committee determines that process was incorrect,

   a) The decision is suspended.

   b) Agenda notifies the school body of the problem.

   c) Agenda sends the proposal through the correct process to be decided again.
LACS Footbook Part II: Shared Decision-Marking

5. If the outline of purview is unclear on the correct process

   a) The proposal is reviewed by Site Based Council.

      (1) If Site Based Council thinks it was decided using the correct process the decision is allowed to stand.

      (2) If Site Based Council thinks it was decided under the wrong process.
          (a) The decision is suspended.
          (b) Site Based Council notifies the school.
          (c) The proposal is brought through the correct process as determined by SBC.

   b) No matter what the SBC decides, the SBC creates a proposal to amend and this document, to prevent future confusion.

   c) That proposal is sent through the usual process for amending this document.

F. Amendments to this document

1. Any person wishing to amend this document will write a proposal and submit it to the Agenda Committee.

   a) Proposals to amend this document will go through the Split Student/Staff process.

   b) The proposal alone is voted on, not this document as a whole. If the proposal is enacted, this document is changed to reflect that amendment. This document as a whole will not need to be re-ratified.

   c) An updated copy of this document should be kept by Agenda and should be made publicly available to any person.

2. A change of name to this document is considered an amendment to the document, and should therefore follow the process of amending the document.

3. If the name of a group mentioned in this document is changed.

   a) The name change is sent to Site Based Council.

   b) Site Based Council decides whether to update this document to reflect the name change. The update does not need to go through the entire process of amending this document.
LACS Footbook Part II: Shared Decision-Marking

4. Lists and other descriptors, including the "current voting practices" list and the list of current committees, may be updated by the group that maintains this document without amending this document.

G. Current Voting Practices

These are useful only as guides as to how things are now. They should not be construed as actual guidelines, as each group can decide on their own voting practices without amending this document. This list should be updated on any change.

Site Based Council currently votes by consensus.

Staff Meeting currently decides by consensus.

School Meeting currently votes by a 2/3 majority of combined student/staff votes.

Notes:

a) “Consensus” is not unanimity. Not everyone must agree with the proposal but everyone must agree to at least “live with it.”

b) ”2/3 majority” means that there are at least twice as many “yes” votes as “no” votes. Abstentions are excluded

H. Posting of Decisions

Groups that are required to post the decisions that they make should post all such decisions in one shared central location. This includes School Meeting proposals, Staff Meeting proposals, Site Based Council minutes, and committees that make decisions (e.g. Alternative Community Court). It might be a good idea to include other minutes on this “wall of democracy” (such as ICSD School Board Meeting minutes)

I. Calling an Emergency ASM

An emergency ASM can be called in different ways. The purpose of an EASM is to allow for issues that need to be dealt with immediately to come to ASM in a timely fashion.
LACS Footbook Part II: Shared Decision-Marking

1. How to call an EASM

   a) The principal may call an EASM at any time

   b) Any student or staff member may call an EASM by writing a petition which specifies the topic to be dealt with and the time that the EASM will occur.

      (1) A petition to create a new ASM time must be signed by 50 students and 15 staff

      (2) To supersede a previously scheduled ASM agenda the petition must be signed by any 65 community members.

   c) This meeting will be run in the manner specified by the petition or principal

   d) Agenda Committee will supply a leader/co-leader as requested by the proposal.
Note: This flowchart only shows the process of a proposal designated to go through the ASM process. If a proposal goes through the incorrect process, see Appendix E. For information on challenging proposals due to being inconsistent with School Goals, see Appendix D. For information on how to challenge an incorrect Staff Rationale for checking, see Appendix E.

Proposal is written

Sent to Agenda Committee

Challenged

Not Consistent with School Goals

Enacted

Staff does not decide to check

Rationale not legal

Passed

Staff decides to check

Rewritten

Fails

Not Rewritten

Rationale Posted
LACS Footbook Part II: Shared Decision-Making

Appendix and Notes

Additional clarification of responsibilities and/or process mentioned in the document "LACS Shared Decision Making Model: Who Decides What"

A. Staff Check Process

Staff Check Process is a process to ensure that no decisions are made by ASM that will significantly harm the school community.

1. All proposals passed by ASM, except those which fall under the purview of “how decisions are made in ASM” and initiating vote of the “automatic review” process (see Appendix J), are subject to review and possible check by the staff.

2. Staff do not have to review every proposal voted on; instead, the staff check process will be initiated by a staff member if they feel that a decision made by ASM will significantly harm the school community.

3. Staff wishing to review a decision must announce/post publicly that they are doing so within 10 school days and also notify Agenda comm.

4. Staff meeting must then review the proposal within a 3 full staff meetings from the time of the announcement to the school. Once they are done reviewing, they must post and/or announce their decision and a rationale for their decision publicly.

5. The proposal may be re-written (by the author or another interested party) in order to address the rationale brought up by the staff. The revised proposal will then be brought back to an ASM.

6. Staff check requires staff consensus that the proposal passed by ASM will significantly harm the school community.

7. The staff may only check a proposal if it:
   a) Would be a hazard to the health of any student or staff member
   b) Would break staff contracts
   c) Would go against the philosophy statements of the school
   d) Would change a staff power listed in the document
   e) Would be harmful to teaching
   f) Would cause an undue loss of teaching time
   g) Would cause a loss of teaching time to an event that was not properly planned

8. The staff may propose new rationales for the staff check process, but these rationales must be approved by ASM.
LACS Footbook Part II: Shared Decision-Making

B. Submitting Proposals

1. To a group that you are a member of:
   a) Each decision making group (for example, Staff Meeting, School Meetings, etc.) will establish its own guidelines on submission of proposals. However, any person must be allowed to make a proposal, pursuant to guidelines established in this document and any guidelines the group itself may make from time to time.
   b) These guidelines must be clearly and publicly posted.

2. If you are a parent or community member, including alumni:
   a) You may submit a proposal to any school decision-making group.
   b) You must find a “sponsor” to bring that proposal to the correct group. You have the right to participate in that decision making group’s process but may not vote. That sponsor must be a member of the school, but not necessarily the group that will decide on the proposal.

3. To a group of which you are not a member:
   a) Any group or individual may submit a proposal to be reviewed by any decision making group. That proposal will then be decided by that group using their regular process. You have the right to participate in that process but may not vote.

C. Timetable

1. If any person wishes to make a change for the next school year which would affect the timetable (for example, offering all double-period classes) or change the timetable directly that person must bring his or her idea to All School Meeting in the year before the change would go into effect, no matter what group would normally make that decision. This does not prevent staff from scheduling individual classes over the summer.

D. Consistency with Goals

1. Any person who feels that a decision was made that was inconsistent with school goals or philosophy should bring a proposal to change that decision to the appropriate group.
   a) A person outside of the regular decision making body should contact that decision-making body with their concerns, who will then determine the appropriate handling of the problem.

2. Agenda should confer with the author and schedule that proposal for the very next regular school meeting, or recommend that an Emergency All School Meeting be called (see appendix I).
LACS Footbook Part II: Shared Decision-Marking

E. If this Document is Incorrectly Interpreted
   *i.e., a change is made by a group or process which should not have had\n    purview over it, or a process is misused.*

1. The person who notices makes an appeal to Agenda Committee.

2. Agenda compares the issue to the outline of purview described "What\n   School Groups Can Make Decisions About What?"

3. If the outline of purview is clear on the correct process and only a simple\n   mistake was made:
   a) The decision is suspended.
   b) Agenda notifies the school body of the problem.
   c) Agenda sends the proposal through the correct process to be\n      decided again.

4. If the outline of purview is unclear on the correct process
   a) The proposal is reviewed by Site Based Council.
      (1) If Site Based Council thinks it was decided using the\n           correct process.
          (a) The decision is allowed to stand.
      (2) If Site Based Council thinks it was decided under the\n           wrong process.
          (a) The decision is suspended.
          (b) Site Based Council notifies the school.
          (c) The proposal is brought through the correct\n              process as determined by SBC.
   b) No matter how Site Based Council decides, Site Based Council\n      creates a proposal to amend and this document, to prevent future\n      confusion.
   c) That proposal is sent through the usual process for amending\n      this document.

F. Amendments to this document

1. If a person wishes to amend this document, he or she will write a\n   proposal proposing his or her amendment.
   a) That proposal is brought to ASM.
   b) The proposal alone is voted on, not this document. If the\n      proposal is enacted, this document is changed to reflect that\n      amendment. This document as a whole will not need to be re-\n      ratified.
   c) An updated copy of this document should be kept by Agenda\n      and should be made publicly available to any person.
LACS Footbook Part II: Shared Decision-Marking

2. A change of name to this document is considered an amendment to the document, and should therefore follow the process of amending the document.

3. If the name of a group mentioned in this document is changed.
   a) The name change is sent to Site Based Council.
   b) Site Based Council decides whether to update this document to reflect the name change. The update does not need to go through the entire process of amending this document.

4. Lists and other descriptors, including the "current voting practices" list and the list of current committees, may be updated by the group that maintains this document without amending this document.

G. Current Voting Practices
   These are useful only as guides as to how things are now. They should not be construed as actual guidelines, as each group can decide on their own voting practices without amending this document. This list should be updated on any change.

   1. Site Based Council currently votes by consensus.
   2. Staff Meeting currently votes by consensus.
   3. School Meeting currently votes by a 2/3 majority of combined student/staff votes.
   4. Notes:
      a) “Consensus” currently means that all who vote can live with a decision, not that all are necessarily for it.
      b) "2/3 majority" means that 2/3 or more of those voting (excluding abstentions) are in favor of a proposal. The rationale of excluding abstentions is that, if they were to be included, they would in effect count as "no" votes by raising the number of votes needed to reach a 2/3 majority.

H. Posting of Decisions
   Groups that are required to post the decisions that they make should post all such decisions in one shared central location. This includes School Meeting proposals, Staff Meeting proposals, Site Based Council minutes, and committees that make decisions (such as the Student Court). It might be a good idea to include other minutes on this "wall of democracy" (such as ICSD School Board Meeting minutes)
LACS Footbook Part II: Shared Decision-Marking

I. Calling an Emergency ASM

An emergency ASM can be called in different ways. The purpose of an EASM is to allow for issues that need to be dealt with immediately to come to ASM in a timely fashion.

1. How to call an EASM
   a) The principal may call an EASM at any time
   b) Any student or staff member may call an EASM by writing a petition which specifies the topic to be dealt with and the time that the EASM will occur.
      (1) A petition to create a new ASM time must be signed by 50 students and 15 staff
      (2) To supersede a previously scheduled ASM agenda the petition must be signed by any 65 community members.

2. This meeting will be run in the manner specified by the petition or principal

3. Agenda Committee will supply a leader/co-leader as requested by the proposal.

J. Automatic Review

1. Every four years Agenda Committee will call an ASM to review our democratic process. In this ASM, the entire school will vote on the following questions about the school’s democracy and whether it needs change. Automatic Review cannot be checked by the staff.

2. This process may be initiated at any time if a proposal is brought to do so. The process will automatically be started again four years after it has last been brought to an ASM.
The LACS Footbook

Part 3

Graduation and Promotion Requirements
History of Graduation by Exhibition

In the spring of 1986, our LACS Advisory Board created “C2RC” - the “Committee to Reevaluate and Redefine our Curriculum” - made up of a large number of students, staff, and parents working in various subcommittees. This committee looked at our overall program and means of assessment. C2RC recommended that we begin to move away from Regents examinations, which the community accepted later that spring. They also began the process of trying to decide what LACS “Graduation by Exhibition” or “GBE” might look like - to answer the question:

“What should our high school graduates be able to do, know, and value upon completing high school?”

A subcommittee of C2RC prepared a survey questionnaire for all of our students, staff, and parents, asking them this question, and after an initial set of responses was returned, a second survey was distributed with a series of statements asking people to prioritize the things described as possible new LACS high school graduation requirements. These surveys got our whole LACS school community thinking, and one question in particular kept coming up:

“How would you be able to evaluate whether students have demonstrated the learnings?”

Thus, we paused in our process to give our staff the opportunity to develop some new, more authentic, “alternative” (not conventional paper-pencil tests or Regents exams) ways of evaluating student learning. After about a year and a half of this kind of work, we all returned to our survey results and again took up the task of trying to define our own LACS high school graduation requirements. Staff prepared a possible list of what students should be able to do, know, and value—and, with feedback from students and parents, continued for two years to develop an improved revision of these possible, newly defined requirements. In the pages that follow is our current, detailed description of what students actually need to demonstrate. Specifically the overall requirements have been modified into a “Core Curriculum” (typically to be completed in the first two years of high school), the more student-generated “In-Depth Studies” of “Advanced Explorations” (typically to be completed in the last one to three years of high school), and the senior “graduation exhibitions.”

In 1987 LACS joined a major national education reform movement spearheaded by Ted Sizer of Brown University - the “Coalition of Essential Schools” - because we were in agreement with the “9 [now 10] Common Principles” of the Coalition. In fact, we were already doing many of the things called for in these Principles, such as creating a more personalized education. We also joined the Coalition because we thought it might help us gain some leverage finally to be able to make changes in the two key areas indicated above. Specifically, one of the 10 Principles calls for high school graduation by exhibition, not by “seat time” as prescribed in the old “credit system” of Carnegie units. [This system actually was
LACS Footbook Part III: Graduation and Promotion Reqs

created over 100 years ago - not on sound learning theory of the day, but for the
cvenience of college admissions people who wanted a uniform high school
program throughout the country.]

Thus, the LACS staff feels confident that our work on GBE is indeed in the
best interest of all of our students, and finally will give us local control
(with School Board and State Education Department support!) over the two
key areas we so long have sought: authentic assessment and evaluation of
student performance and specific graduation requirements! This is to be
considered a work in progress with on-going opportunities for input from everyone,
and with modifications and improvements to be made throughout the coming years
as we continue to develop our own LACS “graduation by exhibition”.

PBE (Promotion By Exhibition) and GBE (Graduation by Exhibition)

LACS deems students ready for promotion from middle school and graduation from
high school once they have completed portfolios and performances that formally
demonstrate each student’s growth (in middle school) or proficiency (in high
school) in each of the outcomes in each of our 10 Essential Areas. While other
schools graduate students based on passing classes that earn credit, LACS’
outcome-based system requires each student to complete all of their essential
demonstrations. At other schools students can “pass a class” with a D and still “earn
credit” towards graduation. At LACS each high school student must complete
proficient demonstrations in all outcomes in order to graduate. There are no “D’s” at
LACS.

Expectations and Portfolios

In our evaluation system, teachers identify for each student each cycle if they have
Met Expectations or Not Met Expectation for that class (project, family group, etc.).
Each evaluation will also indicate if a student is On Track or Behind with their
portfolio demonstrations. A student may Not Meet Expectations (because of late
homework, poor attendance, etc.), but still be On Track with their portfolio if they
have completed successful demonstrations of essential skills and knowledge.
Teacher comments about expectations are intended to help students make
progress with their academic Habits so that they can be more successful in school
and life. Despite whether or not a student has Met or Not Met expectations, the
bottom line for high school graduation is each student’s successful portfolio
demonstrations in the 10 essential areas. In middle school each student is
expected to show growth in their portfolio work to be ready for high school.
While we implemented GBE for the high school component of LACS in the mid nineties, we did not transition the middle school from the old credit system until recently. After years of focused work by staff, students and parents, we have begun to make the shift to fully implement PBE and to shift GBE to a digital portfolio system.

OxPort – LACS’ Digital Portfolio Platform

LACS took a major step forward in fully implementing outcome-based education with the creation of OxPort – our digital portfolio platform in 2016. All middle school students are expected to work with their teachers to post demonstrations (papers, videos, illustrations, etc.) and reflections for each class. These will be linked to teacher comments and/or evaluation rubrics – indicating that the student has successfully demonstrated progress (in middle school) or proficiency (in high school) in specific essential areas skills and knowledge.

Students may construct specific tours of their OxPort portfolio that will enable colleges, employers or others to view their work. OxPort will enable parents, students and staff to easily access student demonstrations, reflections, evaluations and transcript that will help to focus each student on their strengths, their challenges and the habits needed for success in school and life.

PBATs (Performance Based Assessment Tasks) and Regents

LACS is a founding member of the New York State Performance Standards Consortium that has pioneered Performance Based Assessment Tasks, or PBATs, as a more authentic and rigorous assessments of student skills and knowledge than traditional Regents Exams. During their junior and/or senior year Each LACS student must complete one successful PBAT paper and presentation in each of these 4 subject areas: English (literary analysis), science (scientific experiment), math (problem solving), and social studies (research). The papers are evaluated by at least two LACS teachers according to the Consortium rubric. Once a student has a proficient paper they are eligible to present their PBAT; a short presentation to 2 or more raters who will ask questions of the student and evaluate each presentation/discussion using the Consortium rubric. In addition to the 4 PBATs, each LACS students must also pass the New York State Regents Exam in English to be eligible for graduation.
Habits of Behavior of a Self-Directed Learner

While OxPort portfolios will show student demonstrations of essential skills and knowledge, success in school and life is often a reflection of each student’s academic and personal habits. Contemporary research has shown that habits of organization self awareness, and perseverance are better indictors of success in college, career and life than then test scores or grades. In 2014 LACS identified the Habits we consider the most critical for success (see below). At the beginning of each year we ask each student to assess their strengths and challenges through a Habits Inventory. In Family Group, at their mid-year conference and in their evaluations they are asked to reflect on their work towards meeting their goal(s) The staff are committed to teaching these Habits throughout our curriculum and to help students to reflect on and grow in the development of these Habits.

LACS Habits of Responsibility for a Self-Directed Learner

**Organization** such as: come prepared, follow directions, plan and prioritize your work, break down assignments into doable chunks, keep track of responsibilities, have a time and pace to do homework.

**Awareness** such as: express anger and frustration appropriately, be aware of anxiousness and how to calm yourself, be open to feedback and be able to make changes, be aware of and appreciate your successes

**Respect** such as: respect others, respect the environment of the school, respect LACS’s rules and expectations, use peaceful means to solve conflicts, be open minded to the ideas of others

**Initiative** such as: ask questions, participate, get to school and classes on time, do work without reminders from adults, seek out the help you need, take risks as a learner, speak up for yourself and for others

**Perseverance** such as: stick with something until it is finished, complete work on time, take school attendance seriously, stay focused and pay attention, recognize obstacles and solve problems, be motivated to do your best
LACS Footbook Part III: Graduation and Promotion Reqs
The Essential Question and the Final Graduation Exhibitions

PBE Middle School Essential Area REQUIREMENTS

your quick guide for PBE requirements - including scheduling information.

1. PARTICIPANTS AND LEADERS IN THE COMMUNITY who...

   A. work and live cooperatively with others.
      FAMILY GROUP, SCHOOL MEETINGS, COMMITTEE, TRIPS
      (continuing each cycle and year throughout LACS)

   B. contribute to the community
      SERVICE (2 cycles of service and/or career explorations)

2. COMMUNICATORS IN ENGLISH who read, listen, write, speak, present, and think critically

   ENGLISH (5 semesters including 6th grade PAL and Computer Lit)

3. COMMUNICATORS IN GLOBAL LANGUAGES who read, write, listen and speak in a language other than English

   GLOBAL LANGUAGES (begin 3-year high school language sequence)

4. PROBLEM SOLVERS who are fluent and reflective in mathematics

   MATH (2 or 3-year middle school math sequence before high school math)

5. DESIGNERS, PRODUCERS AND PERFORMERS who...

   A. study the visual arts
      ART (3 cycles)

   B. study music and/or theatre arts
      MUSIC/THEATRE (2 semesters)
LACS Footbook Part III: Graduation and Promotion Reqs

6. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

   SOCIAL STUDIES (10 cycles – typically 2-PAL, 4-US, 2-global, 2 Research)

   A. think critically about US history and government
      US HISTORY (typically PAL + 2 semesters)

   B. think critically about cultures and geography of the world
      GLOBAL STUDIES (minimum 1 semester)

   C. complete an in-depth research project/paper
      RESEARCH (1 semester, typically in 8th grade)

7. SUSTAINERS OF THE ENVIRONMENT who study physical & biological science

   SCIENCE (5 semesters)

8. HEALTHY PERSONS who...

   A. demonstrate physical fitness, group participation & individual physical skills

      PE (4 semesters including at least 1 semester PE class/portfolio, plus PE projects, and/or PE trips)

   B. understand concepts of human sexuality and major health issues

      HEALTH (1 semester)

9. COMUNICATORS USING TECHNOLOGY who are digitally literate

   COMPUTER LIT. (1 semester computer lit class or equiv – for English)

10. 8TH GRADERS who… complete their 8th Grade Challenge

    8th GRADE CHALLENGE (an individual project presented at promotion)
LACS Footbook Part III: Graduation and Promotion Reqs
PBE Middle School OUTCOMES

Including expectations, portfolio demonstrations with criteria, and scheduling information.

1. PARTICIPANTS AND LEADERS IN THE COMMUNITY who...

   A. work and live cooperatively with others.

   **FAMILY GROUP**: (every cycle)

   x **Awareness**: express oneself appropriately, set realistic goals, listen to feedback and make change
   x **Respect**: be open minded, respect others, the environment and the community
   x **Initiative**: participate, ask questions, stay focused, speak up, show leadership

   **SCHOOL MEETINGS**: (every week)

   x **Respect**: be open minded, respect the opinion of others, the environment and the community
   x **Initiative**: listen, stay focused, participate, vote, speak up for self and others

   **COMMITTEES**: (every cycle)

   x **Initiative**: participate, ask questions, speak up for oneself and others, show leadership
   x **Perseverance**: stay focused, help solve problems, do one’s best to successfully complete tasks

   **TRIPS**: (cycle 4, all 3 years)

   x **Organization**: come prepared, follow directions, keep track of responsibilities
   x **Awareness**: express oneself appropriately, listen to feedback & make change, appreciate your successes
   x **Respect**: respect others, the rules, the environment and the community
   x **Initiative**: participate, show up and speak up, do work independently, seek out help, take risks as a learner
B. contribute to the community

**SERVICE** (2 cycles of service and/or career explorations)

- develop awareness of people outside of familiar community
- develop and improve interpersonal and social skills
- develop own strengths and interests in community work
- develop independence, reliability, and responsibility

2. COMMUNICATORS IN ENGLISH who read, listen, write, speak, present, and think critically

**ENGLISH** (5 semesters including 6th grade PAL and Computer Lit)

- **Read/Listen:**
  - read for gist, summarize
  - note-take, paraphrase from nonfiction, literary, and oral sources
  - understand literary elements and techniques
  - clarify with questions/responses
  - analyze in detail, cite evidence
  - expand vocabulary

- **Write**
  - practice different styles of writing: critical analysis, persuasion, invention and personal response
  - use “writing process” effectively
  - identify intended audience
  - use conventions of language
  - support ideas with evidence

- **Speak/Present:**
  - present orally and with multimedia
  - identify intended audience
  - use conventions of language
  - support ideas with evidence
  - respond to in-class discussions

- **Think Critically:**
  - develop essential questions about a topic
  - question content and purpose,
  - evaluate sources for utility, credibility, and bias/point of view
  - make connections
  - draw well reasoned conclusions
LACS Footbook Part III: Graduation and Promotion Reqs
3. COMMUNICATORS IN GLOBAL LANGUAGES who read, write, listen and speak in a language other than English

GLOBAL LANGUAGES (begin 3-year high school language sequence)

x Listen:
  - understand simple oral communication

x Speak:
  - converse and express oneself on basic topics

x Read:
  - understand a variety of written materials

x Write:
  - express oneself with clarity about everyday topics

x Appreciate Culture:
  - to compare and appreciate different cultures

4. PROBLEM SOLVERS who are fluent and reflective in mathematics

MATH (2 or 3-year middle school math sequence before High School math)

- Apply Procedural Fluency:
  - apply mathematical rules, formulas, and equations accurately, efficiently, and flexibly.

- Perseverance in Problem Solving:
  - work through different techniques to solve problems when the final answer is not apparent or simple;
  - revise, resubmit, and reflect on progress throughout the process.

5. DESIGNERS, PRODUCERS AND PERFORMERS who...

A. study the visual arts,

ART (3 cycles)

- Experience Different Mediums
- Know the Influences on One’s Work
- Reflect on the Process of Creating
- Invest in One’s Work
LACS Footbook Part III: Graduation and Promotion Reqs
B. study music and/or theatre arts

MUSIC/THEATRE (2 semesters)

- Experience Different Mediums
- Know the Influences on One’s Work
- Reflect on the Process of Creating
- Invest in One’s Work

6. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

SOCIAL STUDIES (5 semesters – typically PAL, 2 US, 1 global, + Researchers)

A. think critically about US history and government

US HISTORY (typically PAL + 2 semesters)

- Apply Knowledge and Vocabulary on US History:
  - show knowledge of concepts and vocabulary specific to each class

- Understand the processes and procedures of the US government

- Think Critically:
  - develop essential questions about a topic
  - question content and purpose,
  - evaluate sources for utility, credibility, and bias/point of view
  - make connections
  - draw well reasoned conclusions

6. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

B. think critically about cultures and geography of the world

GLOBAL STUDIES (minimum 1 semester)

- Apply Knowledge and Vocabulary on Culture and Geography:
  - show knowledge of concepts and vocabulary specific to each class

- Think Critically:
  - develop essential questions about a topic
  - question content and purpose,
  - evaluate sources for utility, credibility, and bias/point of view
  - make connections
  - draw well reasoned conclusions
C. complete an in-depth research project/paper

**RESEARCHERS** (1 semester, typically in 8th grade)

- **Meet Deadlines:**
  - turn in work on time

- **Define Question and Thesis:**
  - brainstorm and define of an essential question leading to a thesis

- **Evaluate Sources:**
  - find and evaluate sources for validity and bias

- **Take Notes:**
  - summarize, quote, and paraphrase source material

- **Outline:**
  - outline the project

- **Cite:**
  - complete correct in-text citations and a Works Cited list

- **Use Feedback and Revise:**
  - reflect and give valuable peer feedback on other papers
  - revise multiple drafts to a completed a finished paper

7. SUSTAINERS OF THE ENVIRONMENT who study physical & biological science

**SCIENCE** (5 semesters)

- **Apply Scientific Knowledge:**
  - show knowledge of concepts and vocabulary specific to each class

- **Use the Scientific Method:**
  - design experiments, write hypothesis, analyze data, write a coherent lab report that communicates deep understanding
  - follow protocol meticulously and carefully

- **Understand Interrelationships:**
  - understand how things fit together
  - recognize patterns, relationships, and different perspectives
  - understand cause and effect, including over time

- **Develop Literacy Skills:**
  - identify main scientific ideas and evidence in text and illustrations
LACS Footbook Part III: Graduation and Promotion Reqs
- convey understanding of scientific concepts through clear use of language, information and imagery
- analyze, interpret, and evaluate scientific claims, representations and credibility

8. HEALTHY PERSONS who...

A. demonstrate physical skills, responsible social behavior, and plan for physical fitness

**PE** (4 semesters – at least 1 semester PE class plus PE projects, and/or PE trips)
- **Improve Physical Skills:**
  improve gross motor skills through effort in catching, throwing, or passing, and applying this in game oriented activities

- **Show Responsible Social Behavior:**
  practice ethical, appropriate, polite and fair behavior when participating in a group

- **Practice Goal setting with Strategies for Fitness:**
  set fitness goals and strategies, follow through on your plan, and reflect on successes and challenges.

8. HEALTHY PERSONS who...

B. reflect on, discuss and understand key health issues

**HEALTH** (1 semester)
- **Reflect on Health Issues:**
  - reflect thoughtfully on personal health-related issues.

- **Participate in Discussions:**
  - listen, speak and engage appropriately when talking about health issues in a group

- **Understand Health Issues:**
  - show progress in understanding key health concepts and knowledge
LACS Footbook Part III: Graduation and Promotion Reqs
9. COMMUNICATORS USING TECHNOLOGY who are digitally literate

**COMPUTER LIT.** (1 semester computer lit class or equivalent)

- **Know Your Place in a Digital World:**
  - understand and practice appropriate and ethical uses of technology

- **Show Independent Learning:**
  - explore and identify how to independently learn technology systems and Operations

- **Show Personal & Aesthetic Growth**
  - use digital technology to pursue personal and aesthetic growth

10. **8TH GRADERS who...** complete their 8th Grade Challenge

**8th GRADE CHALLENGE** (an individual project presented at promotion)

- identify a topic of interest
- develop a process for exploration
- present a product
- identify and work with a mentor
- access resources
- take initiative in the collaborative process
- show organization, awareness, respect, initiative, and perseverance
LACS Footbook Part III: Graduation and Promotion Reqs
GBE High School Essential Area REQUIREMENTS

your quick guide for GBE requirements - including scheduling information.

11. PARTICIPANTS AND LEADERS IN THE COMMUNITY who…

A. work and live cooperatively with others.

   FAMILY GROUP, SCHOOL MEETINGS, COMMITTEES TRIPS
   (continuing each cycle and year throughout LACS)

B. contribute to the community

   SERVICE (60 hours with reflection and documentation)

C. explore career possibilities

   CAREER EXPLORATIONS (2 with reflection and documentation)

D. act on and reflect an anti-bias attitude

   FACING BIAS (supervised individual study, action, reflection, 11th or 12th gr)

E. use the processes of conflict resolution

   CONFLICT RESOLUTION (1 semester of specific committee or alternative)

12. COMMUNICATORS IN ENGLISH who read, write, listen and speak

   ENGLISH (4 years + PBAT)

13. COMMUNICATORS IN GLOBAL LANGUAGES who read, write, listen
    and speak in a language other than English

   GLOBAL LANGUAGES (3-year sequence, through intermediate level)

14. PROBLEM SOLVERS who are fluent and reflective in mathematics

   MATH (3-years, sometimes begun in middle school + PBAT)

15. DESIGNERS, PRODUCERS & PERFOMERS who engage in the arts

   ART (1-year concentration, in visual art, music, media, or theatre)
LACS Footbook Part III: Graduation and Promotion Reqs

16. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

   SOCIAL STUDIES (3.5 years plus school governance + PBAT)

   A. think critically about global histories and cultures

   GLOBAL STUDIES (2-years, typically 9th and 10th grade)

   B. think critically about US history and the processes of democratic government

   US HISTORY (1-year, typically 11th grade)

   C. think critically about local, national and global economics

   ECONOMICS (1-semester, typically 12th grade)

17. SUSTAINERS OF THE ENVIRONMENT who...

   SCIENCE (1-year physical, 1-year biological, 3rd-year any science + PBAT)

   A. understand concepts and processes in the physical sciences

   PHYSICAL SCIENCE (minimum 1-year)

   B. understand concepts and processes in the biological sciences

   BIOLOGICAL SCIENCE (minimum 1-year)

   C. deepen their study of science

   3RD YEAR SCIENCE (any full year high school science)

18. HEALTHY PERSONS who...

   A. improve physical skills, show responsible social behavior, and plan
a physically active lifestyle

   PE (2-years – at least 1 semester PE class/portfolio plus PE projects, PE trips,
   and/or outside of school PE)

   B. understand concepts of human sexuality and major health issues

   HEALTH (1-semester)

19. SCHOLARS who study in-depth in at least two areas

   IN-DEPTH (2-areas of study with 10 or more years beyond the minimum)
LACS Footbook Part III: Graduation and Promotion Reqs

20. SENIORS who…

A. complete their LACS Graduation Portfolio –

SENIOR PORTFOLIO (often done through senior seminar)

B. present their individual Senior Project

SENIOR PROJECT (individual project presented at graduation)
11. PARTICIPANTS AND LEADERS IN THE COMMUNITY who...

A. work and live cooperatively with others.

**FAMILY GROUP:** (every cycle)

- **Awareness:** express oneself appropriately set realistic goals, listen to feedback and make change
- **Respect:** be open minded, respect others, the environment and the community
- **Initiative:** participate, ask questions, stay focused, speak up, show leadership

**SCHOOL MEETINGS:** (every week)

- **Respect:** be open minded, respect the opinion of others, the environment and the community
- **Initiative:** listen, stay focused, participate, vote, speak up for self and others

**COMMITTEES:** (every cycle)

- **Initiative:** participate, ask questions, speak up for oneself and others, show leadership
- **Perseverance:** stay focused, help solve problems, do one’s best to successfully complete tasks

**TRIPS:** (4th cycle)

- **Organization:** come prepared, follow directions, keep track of responsibilities,
- **Awareness:** express oneself appropriately, listen to feedback & make change, appreciate your successes
- **Respect:** respect others, the rules, the environment and the community
- **Initiative:** participate, show up and speak up, do work independently, seek out help, take risks as a learner
B. contribute to the community

*SERVICE* (60 hours with reflection and documentation)

- develop awareness of people outside of familiar community
- develop and improve interpersonal and social skills
- develop own strengths and interests in community work
- develop independence, reliability, and responsibility

**In-Depth Service** requires a total of 300 hours of documented service

11. PARTICIPANTS AND LEADERS IN THE COMMUNITY who…

C. explore career possibilities

*CAREER EXPLORATIONS* (2 with reflection and documentation)

- develop awareness of people outside of familiar community
- develop and improve interpersonal and social skills
- develop own strengths and interests in community work
- develop independence, reliability, and responsibility

11. PARTICIPANTS AND LEADERS IN THE COMMUNITY who…

D. act and reflect on bias

*FACING BIAS* (supervised individual study, action, reflection, 11th or 12th gr)

- choose a bias, understand it, and reflect on its impact
- take action to challenge/face the bias
- reflect on what you learned in coordination with a mentor
LACS Footbook Part III: Graduation and Promotion Reqs
11. PARTICIPANTS AND LEADERS IN THE COMMUNITY who…

E. use the processes of conflict resolution

**CONFLICT RESOLUTION** (1 semester of specific committee or alternative)

- understand the purpose and process of conflict resolution
- practice conflict resolution
- practice non-judgmental listening

12. COMMUNICATORS IN ENGLISH who read, write, listen and speak

**ENGLISH** (4 years + PBAT)

- **Read/Listen:**
  - analyze literature for structure, form, elements, devices, and cultural biases
  - exchange ideas about literature in a group
  - demonstrate knowledge of representative examples of world literature, American literature and contemporary literature

- **Write:**
  - write for varying purposes including self-exploration, critical analysis, persuasion and invention
  - use and understand standard writing mechanics
  - use a multi-step writing process from brainstorm to error-free final draft
  - develop one’s voice and style

- **Speak/Present:**
  - prepare oral and multimedia presentations
  - speak/present appropriately for a particular audience
  - use persuasive devices
  - use effective evidence (from Write)

- **Think Critically:**
  - develop essential questions on a topic
  - question content and purpose,
  - evaluate sources for utility, credibility, and bias/point of view
  - make connections
  - draw well reasoned conclusions
LACS Footbook Part III: Graduation and Promotion Reqs

13. COMMUNICATORS IN GLOBAL LANGUAGES who read, write, listen and speak in a language other than English

GLOBAL LANGUAGES (3-year sequence, through intermediate level)

- **Listen:**
  - understand simple oral communication

- **Speak:**
  - converse and express oneself on basic topics

- **Read:**
  - understand a variety of written materials

- **Write:**
  - express oneself with clarity about everyday topics

- **Understand Culture:**
  - show growth in understanding of the link of **culture** and language

14. PROBLEM SOLVERS who are fluent and reflective in mathematics

**MATH** (3-years, sometimes begun in middle school + PBAT)

- **Apply Procedural Fluency:**
  - apply mathematical rules, formulas, and equations accurately, efficiently, and flexibly.

- **Persevere in Problem Solving:**
  - work through techniques to solve problems when the final answer is not apparent or simple
  - revise, resubmit, and reflect on progress throughout the process.

5. DESIGNERS, PRODUCERS & PERFOMERS who engage in the arts

**ART** (1-year concentration, can be in visual art, music, media, theatre, etc.)

- **Apply Technical Skills**
  - accurate use of technical vocabulary
  - breadth of technical skill and knowledge
  - successful application of skills and knowledge
LACS Footbook Part III: Graduation and Promotion Reqs

x Critique Art
  - description of strengths and weaknesses of a piece or performance
  - understanding and application of criticism to your own work

x Communication
  - clear communication with an understanding of audience
  - communication of a point of view

x Understand Social Content
  - description of how a work reflects the culture of the artist
  - description of the social values or messages in a work of art and the
    techniques used by the artist to communicate them

x Show Discipline
  - follow through from beginning to end of a project

x Identify Oneself in One’s Work
  - self-investment and individual uniqueness in the process and product(s)

In-Depth Art requires and additional 2-yers of Art involvement beyond the 1-year concentration. While this can include a variety of art areas (music, theatre, media, visual arts, etc.), in-depth art students must coordinate their portfolio and culminating reflections with an LACS Art teacher.

16. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

  SOCIAL STUDIES (3.5 years plus school governance + PBAT)

  A. think critically about global histories and cultures

    GLOBAL STUDIES (2-years, typically 9th and 10th grade)

x Apply Concepts and Vocabulary:
  - knowledge, concepts and vocabulary specific to each class

x Research:
  - clear, coherent and effective paper/project
  - appropriate research process and tools
  - evaluation of sourcing including awareness of utility, credibility and bias -
  - appropriate conventions for writing including citations and bibliography - -
  - use of evidence and arguments tied to a thesis
  - original organization, analysis or synthesis
LACS Footbook Part III: Graduation and Promotion Reqs

x **Understanding History:**
  - give a clear, well organized and coherent in-depth explanation of the multiple causes of historical events,
  - knowledge of social forces such as power and oppression and how they operate over time

x **Understand Cultures:**
  - in-depth studies of at least two cultures different from one’s own
  - knowledge of historic, economic, social, religious, geographical, and/or political roots of culture

x **Work in Groups:**
  - participate and share views
  - use group time effectively
  - keep focused on the work
  - follow-through on tasks and responsibilities
  - meet deadlines
  - show awareness of one’s role in the group
  - reflect on strengths and weaknesses
  - give and receive feedback

x **Think Critically:**
  - organize, analyze, and synthesize
  - weigh evidence
  - identify various viewpoints
  - see connections and relationships
  - speculate on possibilities
  - assess value and importance both socially and personally

x **Show Awareness and Empathy:**
  - reflect thoughtfully on one’s own perspective/world view
  - understand ethnocentricity, bias and prejudice
  - understand that one’s view of the world is not universally shared
  - understand one’s own beliefs and biases and the impact of they have on one’s thinking and valuing.
  - understand and empathize with of people of different backgrounds
  - respect difference and connectedness
LACS Footbook Part III: Graduation and Promotion Reqs

16. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

B. think critically about US history and the processes of democratic government

US HISTORY (1-year, typically 11th grade)

- Understand Historical Thinking:
  - understand the constructed nature of history
  - understanding the process of historical thinking

- Understand US Government and Democracy:
  - knowledge of the US constitution (including its evolution)
  - knowledge of democratic political philosophy

- Understand the Role of People:
  - knowledge of how people have experienced history
  - knowledge of how social movements have impacted history
  - understanding how power and oppression have operated over time

- Understand Foreign Policy:
  - knowledge of US involvement beyond our borders -understanding the forces that have shaped US foreign policy
  - understanding the impacts of US foreign policies

- Research:
  - completing a research paper based on an evolving question
  - following the research process
  - constructing a clear and coherent thesis
  - using credible and effective evidence
  - showing synthesis
  - appropriate sourcing with the correct format

- Think Critically:
  - organize, analyze, and synthesize
  - weigh evidence
  - identify various viewpoints
  - see connections and relationships
  - speculate on possibilities
  - assess value and importance both socially and personally
LACS Footbook Part III: Graduation and Promotion Reqs

16. RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...

C. think critically about local, national and global economics

**ECONOMICS** (1-semester, typically 12th grade)

- Understand Economic Systems
  - understand and evaluate comparative economic systems
  - understand economic theories and economic practice in relationship to political systems

- Understand the US Economy:
  - understand the workings of the U.S. economy
  - understand the role of government, economic cycles, economic institutions, and economic indicators

- Understand the Global Economy:
  - understand the workings of the global economy
  - understand relationships, institutions and trade

- Apply economics knowledge:
  - apply economic knowledge and concepts to a particular historical or current situation
  - consider the social and moral implications of economics

17. SUSTAINERS OF THE ENVIRONMENT who...

**SCIENCE** (1-year physical science, 1-yr biological science, 3rd-yr any + **PBAT**)

A. understand concepts and processes in the physical sciences

**PHYSICAL SCIENCE** (minimum 1-year)

B. understand concepts and processes in the biological sciences

**BIOLOGICAL SCIENCE** (minimum 1-year)

C. deepen their study of science

**3RD YEAR SCIENCE** (any full year high school science)

- Apply Scientific Knowledge:
  - demonstrate knowledge, concepts and vocabulary specific to each class
LACS Footbook Part III: Graduation and Promotion Reqs

x Scientific Methods:
- clearly state the purpose of an investigation
- write a reasonable hypothesis
- design an investigation that addresses the purpose and uses controls
- follow procedure in an organized and purposeful manner
- record and present data in a clear and accessible form
- formulate meaningful conclusions based on the results of an investigation
- reference specific results that support conclusions (where possible)
- work as a focused, active member of a collaborative lab group

x Understanding Systems Thinking:
- identify key components of a system and understand their interrelationships
- analyze how a change in a system can/may impact the system’s equilibrium
- understand feedback loops and nested systems and interactions within systems
- identify ways one system might influence the interactions in related systems
- identify the commonalities that exist among all systems
- explore & appreciate complexity of systems and the limits of our understanding

x Develop Literacy Skills:
- identify the main scientific ideas using evidence in a text (print or otherwise)
- convey clear understanding of scientific concepts through precise and accurate language, information that support an argument/hypothesis, and appropriate imagery
- ask about, analyze, interpret, and evaluate scientific claims, representations and credibility in the media and scientific sources

x Understand the Relevance of Science:
- show growth in understanding the ways in which science connects to one’s life, impacts one’s self, and impacts the world
- show growth as a scientific thinker.

18. HEALTHY PERSONS who...

A. demonstrate physical skills, responsible social behavior and plan a physically active lifestyle

   PE (2-years – at least 1 semester PE class plus PE projects, PE trips, and/or outside of school PE)

x Improve Physical Skills:
- improve gross motor skills through effort in catching, throwing, or passing, and applying this in game oriented activities
LACS Footbook Part III: Graduation and Promotion Reqs

x Show Responsible Social Behavior:
  - practice ethical, appropriate, polite and fair behavior when participating in a group

x Plan a Physically Active Lifestyle:
  - set multi-year goals for lifelong physical fitness with knowledge of community resources

18. HEALTHY PERSONS who...

  B. understand concepts of human sexuality and major health issues

    HEALTH (1-semester)

x Understand human sexuality
  - demonstrate accurate knowledge and vocabulary related to human sexuality

x understand Health issues
  - show thorough, in-depth, insightful understanding of a health issue or issues

19. SCHOLARS who study in-depth in at least two areas

    IN-DEPTH (2-areas of study with 1 or more years beyond the minimum)

    Each high school student must have two areas of in-depth study. Each must include the following amount of study/course work beyond the requirement:

    Service – 300 hours total, English + 1-year, Global Languages +1 year,
    Math +1 year, Arts +2 years, Social Studies +1 year, Science +1 year
    check with Guidance about BOCES programs or other options

20. SENIORS who...

  A. complete their LACS Graduation Portfolio

    SENIOR PORTFOLIO (often done through senior seminar)

  x GBE Essay
  x resume
  x Senior Essay
LACS Footbook Part III: Graduation and Promotion Reqs

B. present their individual Senior Project

SENIOR PROJECT (individual project presented at graduation)

x work independently

x generating ideas, and selecting one, with a specific plan to create an original project

x be done outside the expectations of courses and projects

x demonstrate a specialized skill or ability or interest

x demonstrate life-long learning

x solve problems, where necessary, including seeking help when and where needed
LACS Footbook Part III: Graduation and Promotion Reqs

**PBE Essentials, Portfolio Outcomes, and REQUIREMENTS**

1. Community/Leadership
   a. School Governance
   b. Community Service
   c. Career Explorations

2. English
   - Read/listen
   - Write
   - Speak/present
   - Think critically

3. Global Languages
   - Read
   - Listen
   - Speak
   - Write
   - Appreciate culture

4. Computer literacy
   - Know your place in a digital world
   - Independent learning
   - Personal & aesthetic growth

5. Mathematics
   - Procedural fluency
   - Perseverance in problem solving

6. a. Visual Arts &
   b. Music/Theatre

7. Social Studies
   a. US History & Gov.
   b. Global Studies
   c. Research

8. Science
   - Knowledge
   - Scientific method
   - Interrelationships
   - Literacy

9. a. PE
   - Individual physical skills
   - Responsible social behavior
   - Physical fitness

b. Health
   - Reflect on health issues
   - Participate in discussions
   - Understand health issues

10. 8th Grade Challenge
     CONTRACT WITH A MENTOR AND PRESENTATION AT PROMOTION

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**Diagram: 8th Grade Challenge**

- **Math**: 3 years
- **Science**: 10 cycles
- **Art**: 3 cycles
- **Music, Theatre**: 4 cycles
- **Global Languages**: begin in MS
- **School Gov**: ASM, FG, Cmttee, Trips – all 3 years
- **Service**: 1 cycle
- **Career Exploration**: 1 cycle
- **LACS Middle School Requirements**: typical time in classes

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8 gr. test

PBE
Promotion By Exhibition - 2018
LACS Footbook Part III: Graduation and Promotion Reqs

**GBE Essentials, Portfolio Outcomes, and REQUIREMENTS**

11. Community/Leadership
   - **A. School Governance**
     - FAMILY GOPE, COMITTEE, SCHOOL MEETINGS, & TRIPS
   - **B. Community Service**
     - 60 HOURS
   - **C. Career Explorations**
     - 2 DOCUMENTED EXPERIENCES
   - **D. Facing Bias**
     - INDIVIDUAL CONTRACT, ACTION, & REFLECTION
   - **E. Conflict Resolution**
     - 1 SEMESTER COMMITTEE

12. English PRAT
    - ELA REGENTS EXAM
    - 1. Read/Listen
    - 2. Write
    - 3. Speak/ Present
    - 4. Think Critically

13. Global Languages
    - 1. Listen
    - 2. Speak
    - 3. Read
    - 4. Write
    - 5. Understand culture

14. Mathematics PRAT
    - 1. Apply Procedural Fluency
    - 2. Persevere in Problem Solving

15. Arts
    - 1. Apply Technical Skills
    - 2. Critique Art
    - 3. Communicate
    - 4. Understand Social Context
    - 5. Show Discipline
    - 6. Identify Oneself in One's Work

16. Social Studies PRAT
    - **A. Global Studies**
      - 1. Apply Concepts and Vocabulary
      - 2. Research
      - 3. Understand History
      - 4. Understand Cultures
      - 5. Work in Groups
      - 6. Think Critically
      - 7. Show Awareness and Empathy
    - **B. US History & Gov.**
      - 1. Understand Historical Thinking
      - 2. Understand US Government and Democracy
      - 3. Understand the Role of people
      - 4. Understand US Foreign policy
      - 5. Research
      - 6. Think Critically
    - **C. Economics**
      - 1. Understand Economic Systems
      - 2. Understand the US Economy
      - 3. Understand the Global Economy
      - 4. Apply Economics Knowledge

17. Science PRAT
    - **A. Physical Science**
    - **B. Biological science**
    - **C. Additional science**
      - 1. Apply Scientific Knowledge
      - 2. Use Scientific Methods
      - 3. Understand Systems Thinking
      - 4. Develop Literacy Skills
      - 5. Understand the Relevance of Science

18. A. PE
    - 1. Improve Physical Skills
    - 2. Show Responsible Social Behavior
    - 3. Plan a Physically Active Lifestyle

19. In-Depths
    - 2 IN-DEPTHS (1 year or longer each)

20. A. Senior Portfolio
    - 1. GBE ESSAY
    - 2. RESUMI
    - 3. SENIOR ESSAY
    - **B. Senior Project**
      - PRESENTED AT GRADUATION

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**GBE Graduation By Exhibition - 2018**

**LACS High School Graduation Requirements + typical time in classes**
LACS Footbook Part III: Graduation and Promotion Reqs
Coalition of Essential Schools: The Ten Common Principals

The Ten Common Principles, which guide the work of the Coalition and its member schools, call broadly for schools to set clear and simple goals about the intellectual skills and knowledge to be mastered by all the schools' students; to lower teacher/student loads, personalize teaching and curriculum, and make student work the center of classroom activity; to award diplomas based on students’ “exhibition” of their mastery of the schools' program; to create an atmosphere of trust and respect for the school, faculty, students and parent/caregivers; and to accomplish such changes with no more than a 10% increase in the schools' budget.

1. Learning to use one's mind well
   The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose

2. Less is more; depth over coverage
   The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

3. Goals apply to all students
   The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailormade to meet the needs of every group or class of students.

4. Personalization
   Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. Student-as-worker, teacher-as-coach
   The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
LACS Footbook Part III: Graduation and Promotion Reqs

6. **Demonstration of mastery**
   Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. **A tone of decency and trust**
   The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

8. **Commitment to the entire school**
   The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. **Resources dedicated to teaching and learning**
   Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

10. **Democracy and equity**
    The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.
Glossary

Glossary items can be found on the pages that follow.

This glossary has items organized in the following categories:

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This glossary was written by LACS students in 2010-2011.
Glossary

Schedule

LACS has a fairly unique schedule. Different from other schools, LACS has extra classes and a confusing cycle of events. Don’t worry though; eventually you’ll get used to it.

**Cycle:** Similar to a quarter, four cycles make up a year. They are generally classified as approximately 9 weeks of school; at the end of each cycle, parents are sent evaluations. Also, splits may be changed at the end of every cycle.

**Free Periods:** While students are fulfilling all of their credits, sometimes they have extra time left over. High school students are allowed to have free periods, periods in which they are allowed to do what they like. Some students choose to have off-campus permission during this time, and are allowed to go off campus to get food or go home.

**Semester:** A semester makes up half the year. At the end of every semester, students who were in half-year classes pick new classes, committees, and projects. Parents are often called in for parent conferences with Family Group leaders in order to plan the next semester’s classes for their child.

**Splits/Projects:** Splits/Projects are on Tuesdays and Thursdays. They function as alternative classes that last for longer periods of time than regular classes. On Tuesdays there are 2 project splits. They take up sixth, seventh, and eighth period. Thursday splits take up first, second, third, and fourth period. Splits are generally more for enrichment; for example, there are classes on silk-screening, knitting, sports, drama, and other fun, interesting topics. They are also there for teachers to schedule labs, mainly for science classes. For example, there are labs for Chemistry, Astronomy, and Geology. They also function as a time for students to gain community service credit and get academic help.
Glossary

Committees

Committee is a place where students participate in the running of the school. Here is a list of what has been offered in the past:

**Agenda:** Agenda Committee facilitates the school decision-making process at the whole school level. They also organize the ASM agenda each week.

**Alternative Community Court (ACC):** ACC is a student-based community court that focuses on the discipline/sentencing of student transgressions such as thefts, minor disagreements, insubordination, and disrespect.

**Curriculum:** Curriculum Committee occupies itself with scheduling of classes, projects, school events, and community activities within the school.

**Eco-Action:** Eco-Action Committee concentrates on improving the school's impact on the environment.

**Fundraising:** Fundraising Committee facilitates money-related things such as the sale of pecans for Spring Trips, school stores, and the recycling of printer cartridges.

**Gay/Straight Alliance:** The Gay/Straight Alliance Committee focuses on creating an open, aware, and accepting environment for those who are LGBT and their friends and family.

**Localvores:** Localvores is a group of students and staff dedicated to bringing locally-farmed food to the LACS community. The students offer services to local farms and in return receive produce for the school.

**Maintenance:** Maintenance Committee concentrates on keeping our school clean and intact. They clean out all the compost and recycling bins, sweep up the stairs, and clean minor spills or messes.

**Mediation:** Mediation Committee focuses on assuaging conflicts or arguments in a peaceful mediated fashion that creates a diplomatic and understanding solution to the problem at hand. If a conflict cannot be resolved in mediation, it will continue on to ACC.

**School Modification:** School Modification creates murals and artwork to beautify our school and liven up the school environment.

**Site-Based Council:** Site-Based Council Committee does the administrative support work for Site-Based Council and takes appropriate issues from Site Based Council back to the student body for input.
Glossary

Family Group

Family Group is a group of students and staff that meets twice a week. They can be comprised of only middle school students, only high school students, or a combination of the two. The purpose of Family Group is to bring people together to discuss school issues, build bonds within the community, and to raise funds for the Fall Retreat and Spring Trips. Family Group also serves as a connection between the LACS community and the families of students and as an academic support group.

Family Group Sleepovers: As a community friendship building experience, some Family Groups decide to have a Family Group Sleepover. Some Family Groups sleep at the school itself; others choose to go the Family Group leader’s house.

Focused Family Groups: As the name suggests, Focused Family Groups are Family Groups that meet for specific purposes. For example, Localvores, while also a committee, is a Focused Family Group dedicated to finding a way to make LACS more committed to using local produce. There are other Focused Family Groups, such as the Akwesasne Service Family Group, which does community service with the Akwesasne Freedom School.

Required Fundraising: Each Family Group is required to raise over a hundred dollars each year. The money is then used to finance Spring Trips and Fall Retreat.
Glossary

School Meetings

ASM: Standing for All School Meeting, it is one of the most important parts of LACS. Once a week, on Wednesdays, the entire school comes together in order to discuss proposals brought by students and staff which are intended to change the school in a way that is helpful to the school community, environment, or academia. ASM circulates on a schedule; each week it is held during a different period during the day. For example, the first week ASM would be during first period, the next week second period, the next third, and so on and so forth, up until the schedule starts over.

QSM: QSM stands for Quarter School Meeting. These happen rarely, however they are sometimes necessary. Writers of proposals sometimes request that their proposals be sent to QSMs so that more discussion of the proposal can happen.

Umbrella Guidelines: The Umbrella Guidelines are the suggested guidelines which inform students how they are expected to behave in ASMs and QSMs. The guidelines are as follows: “Behave in a manner that does not disturb the people around you. Behave in a manner that allows you to participate in the meeting in a thoughtful and meaningful way.”

Proposal: A proposal is a formal written document which is presented to the school during ASM and suggests a course of action or a change in policies to the school on various topics or subjects. Proposals can be written by students and staff and sent through Agenda Committee to be shown at an ASM. When a proposal is brought to ASM, the entire school discusses the topic and decides whether or not to implement the proposed idea.

Amendment: Sometimes students/staff think that a certain proposal is a good idea but would like to alter a certain aspect of the proposal to make it more effective. An amendment can be made during ASM while discussing the proposal at hand.

2/3 Majority: For a proposal to pass, it needs 2/3 of the student body to have voted yes to implementing the proposal. Otherwise, it does not pass.

Staff Check: The staff can come to a consensus against a yes vote in ASM in order to overturn the vote.

Morning Meeting: Morning Meetings happen every Monday and Friday between second period and third period. They are all-school assemblies at which students and staff members can make announcements about events going on in the school community.
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School Documents and Forms

Rights and Responsibilities: Rights and Responsibilities are statements that both staff and students are expected to follow and keep in mind when interacting with one another and the school. They consist of two rights statements each paired with three relating responsibility statements. They can be found on page 61 of the Footbook:

Self-Evaluations: Self-evaluations give students an opportunity to reflect on their performance in their classes. They are written by students and submitted through the LACS Evaluation website. Most classes require them every semester, but some require them every cycle. Seniors are required to write self-evaluations most cycles for their classes.

Teacher Evaluations: Teachers give evaluations instead of grades. A typical evaluation comments on a student’s class participation, the quality and timeliness of their work, and their ability to be respectful and punctual in a class setting. Evaluations are sent to students through the LACS Evaluation website, and are also sent home at the end of each cycle.

Footbook: A Footbook is given to every student entering LACS. It contains the guidelines and rules of the school. It also contains the LACS philosophy, the school’s decision-making document, and other useful information. It is not unlike a “handbook”.

School Development Plan: The School Development Plan is a three-year comprehensive plan for the development/improvement of the school. It is written and edited by Site-Based Council. A new School Development Plan or update is presented to the school board every year.

Add/Drop Forms: Add/Drop Forms address adding or dropping courses, projects, and committees. They can be found in the Guidance Office. They must be signed by the teachers of the courses being dropped and the courses being added, as well as the student and a parent/caregiver before being returned to the Guidance Office to be processed.

Off-Campus Permission: Parents/caregivers give their children permission to go off-campus during free periods. Only high school students are permitted to go off-campus.

Flags: Teachers send flags in the mail as a method of informing students’ families of their performance in classes.

\[\begin{align*}
&\text{Green: A positive letter; the student is doing well.} \\
&\text{Yellow: The student is having difficulty in the classroom with academics or with meeting standards in general.} \\
&\text{Red: Student is at risk of not meeting course expectations and will very likely be failing (not receiving credit for) the class.}
\end{align*}\]
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School Events

Being a very close-knit community, LACS holds many social and educational events for its students and their families.

Band/Orchestra Concerts: a few times a year the orchestra and band groups will put on an evening performance.

Day of Silence: An annual day of action to protest the bullying and harassment of lesbian, gay, bisexual, and transgender (LGBT) students and their supporters. Students take a day-long vow of silence to symbolically represent the unjust silencing of LGBT students and their supporters.

Fall Retreat: Fall Retreat is a 2-day school-wide trip to a local campground devoted to group binding. Grades 6-8 come for the days only and grades 9-12 stay the night in cabins with their family groups. Fall Retreat provides an opportunity for students and staff members alike to socialize in an out-of-school setting and strengthen bonds within the community.

Infusion Day: Infusion Days are topically-oriented alternative learning days usually organized by a group of students and structured in ways that differ from normal classes. There are sometimes evening activities which accompany the day-time educational goings-on, guest speakers, and guest workshop leaders.

Middle East Debates: The Middle East Debates occur in late March. They are a series of debates put on by the high school Facing History and Ourselves class. Each student in the class takes on the role of an important political leader with regards to the Middle East. As their character, students discuss current issues such as U.S. involvement in the Middle East and terrorism. Before participating in the Debates, the students write two in-depth research papers, one on their country’s history, and the other on their character’s position on current issues. The Debates provide an opportunity for students to demonstrate their in-depth research and to articulate a position in a public setting.

Orientation: LACS provides orientations for new students, returning students, and for new families.

- **New Student Orientation** is put on the day before everyone else comes to school. Returning students volunteer to give newer students a tour of the school and to show them the ropes in order to make them feel welcome.

- **New Family Orientation** is for new parents to come and meet with the staff of the school. It’s an opportunity to ask questions and get information about the school in order to support the newer students.
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School Events (cont.)

Pasta Dinner: In the late fall, LACS holds a community fundraising event. Students, staff, and families are all invited to a school-wide Spaghetti Dinner. Everyone gathers together in order to socialize and strengthen the community. Family Groups generally have fundraisers such as cake walks, silent auctions, and pie stands. After dinner, students generally have prepared either a drama showcase or some other form of entertainment. The whole experience is very fun and culturally important to the school’s identity as a community.

Spring Trips: Fourth cycle, students will choose a spring trip. Spring Trips are an educational, but fun, excursion designed to bring students closer together and offer outside-of-classroom learning. Here are a few trips that are a little out of the ordinary.

- French/Spanish Trip: Students who choose to take more than the required years of a language are eligible to go on the French/Spanish trip. The trips alternate, each going every other year. The French trip has visited Montreal, France, and many of the French-speaking islands in the Caribbean. The Spanish trip has gone to Costa Rica, Mexico, and many other Spanish-speaking places.

- Community Service Trip: This trip goes to the Akwesasne Indian Reservation in order to help benefit and learn from another culture and community.

- Katrina Relief Trip: Students go to New Orleans in order to assist with the continuing Katrina relief effort.
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Graduation Requirements/GBE

LACS students have many requirements which they need to meet in order to pass middle/high school. These are some of the most important requirements necessary for graduation.

8th-Grade/Senior Projects: At LACS, students graduate by exhibition, which means that students are required to create a project which demonstrates their abilities as a student and as a global citizen. Projects can be anything from building a bookshelf to writing a book; from researching energy efficiency to creating a conference of alternative schools. Students present their finished projects to their peers and teachers alike.

Anti-Bias Projects: Students are required to complete their Anti-Bias Projects in their 11th- or 12th-grade year. It has to do with educating around social inequality issues and how they affect certain environments.

Assessment: The method by which a teacher evaluates each demonstration for proficiency.

Career Exploration: Students must spend time investigating and exploring different career options in which they find interest. Students are required to document their experience by keeping a log and discussing their thoughts and feelings on their past placements with the Community Studies Coordinator.

Coalition of Essential Schools: A major national education reform organization spearheaded by Theodore Sizer and Brown University (see the description in the back of this booklet).

Community Service: Students are required to complete 60 hours of community service in order to graduate. Students can choose their placements and can experience volunteer work in any number of ways, such as working with children in schools and helping the elderly in retirement homes.

Core Curriculum: This is the work involved in demonstrating proficiency in the seven Essentials; typically being completed in the first two years of high school.

Criteria (or Evaluative Criteria): The standards teachers use in assessing whether or not a student has demonstrated proficiency in meeting each Essential outcome.

Demonstration: A test, paper, project, performance, journal, or other evidence of a student’s skills, knowledge, or attitudes that a teacher will use in assessing proficiency in an Essential outcome.
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Graduation Requirements/GBE (cont.)

“Early” Graduation: High school students can apply to be considered “seniors,” and thus enroll in the “senior institute” when they have successfully completed their “core curriculum” demonstrations of proficiency in all seven Essentials, and have made significant progress in two or more areas of In-Depth study such that it is reasonable to expect that they could successfully complete their graduation requirements in their senior year.

Essentials: The grouping of skills, knowledge, and attitudes that all LACS students must demonstrate to graduate. The Essentials replace credits and subject areas.

Essential Question: A broad conceptual question upon which the content and curriculum of a course often is based.

Evaluations: Narrative written descriptions of a student’s progress in a class, project, etc. which each family receives each nine week cycle (or quarter).

Exhibition: This refers to the “Final Graduation Exhibition” which consists of an oral presentation before a senior’s “Graduation Committee” using various materials to demonstrate knowledge and ability in three Essential areas, to discuss your involvement in school governance, your senior interdisciplinary team project, your individual senior project, to reflect on oneself as a learner, to discuss plans for life-after-LACS, and to receive outside affirmation of your high school work and experiences.

Final Performance: A final demonstration for a class (or series of classes) that teachers will use in assessing proficiency in an Essential. The final performance is different from other demonstrations in that it asks students to pull together and apply material from a year or more of study, usually at the end of the year.

GBE (Graduation By Exhibition): LACS’s new approach to graduation and the sixth principle of the Coalition of Essential Schools (“Diploma by Exhibition”). A diploma is awarded based on successful demonstration (exhibition) of the graduation Essentials, rather than on credits, grades, or time spent in classes.

Graduation committee: This Committee is the group to whom each senior presents their “Final Graduation Exhibition” and consists of each senior’s school counselor (or administrator), Family Group Leader, a second staff member of the senior’s choice, any other adult(s) a senior may choose, and a LACS junior (or tenth grader).
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Graduation Requirements/GBE (cont.)

In-Depth Study: The purpose of “In-Depth Study” is to give each individual student the opportunity to self-design a program of study in two or more areas in which s/he is most interested. This means the demonstration of significant work done beyond the core proficiencies.

Outcomes (or Essential Outcomes): The specific skills, knowledge, and attitudes each student is required to demonstrate in order to complete the essential.

PBATs: As a New York State sanctioned alternative to the Regents Exams (except English) each LACS student must complete a successful PBAT paper and presentation in each of these 4 subject areas: English (literary analysis), science (scientific experiment), math (problem solving), and social studies (research).

Portfolio: A collection of work which represents a student’s progress. It can include a variety of demonstrations of learning including: drawings, written work, videos, evaluations, journals, etc. The two kinds of LACS portfolios are:

- Essential Area Portfolio - a collection of work for a particular Essential which is necessary for completion of that Essential.
- Graduation Portfolio - the compilation of all of your Essential portfolios with other material such as your resume, autobiographical sketch, personal budget plan, etc.

Proficiency: The standard for passing or completing or “meeting expectations” for an Essential. The essential area teacher(s) will determine whether a demonstration is proficient based on the criteria outlined in this booklet for each Essential. Typically this means “mastery” or 80-85% or better in terms of conventional “grades.”

Senior Institute: In the fall of their senior year, LACS seniors typically schedule Senior Seminar, their Senior Interdisciplinary Team Project, their Economics course, and submit their proposal for their “Individual Senior Project.” They will also take additional courses and projects as well as Family Group and Committee.

Senior Seminar: This is a required course/project scheduled in the fall of a student’s senior year designed to help each senior to complete and organize the components of their Graduation Portfolio, and the writing of several documents during the Seminar, e.g. a personal resume, and a personal reflection of each of the seven Essentials. It also helps students understand what will be expected of them in college, and that offers help in getting into universities and colleges.
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Credits/Outside Curriculum

Like in every school, there are certain graduation requirements that students must meet here at LACS. These are called “credits”. Each student is required to have a certain number of credits for each subject - i.e., Math, Science, English, and Social Studies - in order to graduate. Fortunately, LACS offers a range of classes from which students can choose in order to fulfill those credit expectations. If students want to take a class currently not offered at our school, they have the option of taking a class at a number of other schools which may offer that course.

New Visions: New Visions is a program designed for high school seniors who want to be involved in medical and/or scientific careers and who are interested in hands-on learning and in-depth education in the previously mentioned fields; New Visions works in close collaboration with the Cayuga Medical Center and Cornell University.

Ithaca High School/TC3: Some students want to take classes at the high school or at TC3 that aren’t offered here, such as AP courses and Language classes. Students can arrange to take IHS classes through the Guidance Office.

Independent Studies: Students sometimes find interests in certain subjects that are not thoroughly covered in an academic setting at any of the available schools; when this happens, students have the option of studying a subject independently.

Independent/Alternative P.E.: Some students decide to participate in certain sports or other athletic activities not in school instead of taking our in-school Gym classes. This is an option for students in certain grades and situations only. Contact a PE teacher for more information.
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Help For Students

LACS is fully dedicated to getting as much help as possible for students who are in need of special attention. These are terms you might hear if you or your child is in need of academic support.

Committee on Special Education (CSE): CSE provides special education services to students with learning and/or physical disabilities. Students with learning disabilities can schedule time in the resource room every cycle for academic support.

Academic Intervention Support (AIS): AIS is support for students in New York State who had test scores below certain reference points. When this happens, the student is given support services. Examples: Homework Help, Project Help, FG leaders checking in, daily sheets, emails home, practice tests, and other help/intervention letting family members be aware of their student’s academic needs.

Response to Intervention (RTI): RTI is an intentionally targeted series of support systems designed to ensure student success in academic or social environments that are deemed in need of mediation.

A-Team: The A-Team, or Anti-Bias Support Team, is a group of staff members a student should contact if they feel that they have been harassed, or have been treated in a prejudicial or biased manner by another student.
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Other

There are some things that we have at LACS that just don’t fit into any other category (or they fit into too many categories at once)...

Amphitheatre: The Amphitheatre is an outdoor stage with seats located on the northern grounds of the campus. It is where we hold performances and events when the weather is nice. It is a LACS community design, which was fund-raised and built by volunteers. It has been named in honor of Maggie Goldsmith who was a respected and loved drama teacher who retired several years ago.

Habits: Habits of Responsibility for a Self Directed Learner. LACS has identified 29 habits in 5 categories: Organization, Awareness, Respect, Initiative and Perseverance, that we believe are important to success in school and life. We integrate the teaching of these Habits into our curriculum and ask students to reflect on and set goals for the growth of their Habits.

PBE: Promotion by Exhibition – the outcome-based system for promoting LACS middle school students that will be developed during the 2014/15 school year. If successful PBE will replace the “credit” system for promotion that currently exists.

Special Projects Fund: The Special Project Fund is a pool of money that draws its funds from groups within the LACS community which are no longer active, but still have a standing balance with no other purpose. There is a certain amount of money allocated to different areas each semester. For example, there could be $1,000 in flexible funds, $1,500 for diversity/anti-bias/equity, and $200 for family engagement/literacy. The funds are allocated part first semester part second semester.

Site-Based Council Meetings: Site-Based Council is composed of students, staff, parents, and community members who gather in order to:
- Set in-school policies for the program
- Recommend staff for hiring to the School Board.
- Evaluate courses and learning activities
- Long-term planning
- Advise the staff as to problems which may not be evident to those working inside the program
- Public relations
- Developing supportive measures for the program
- Seeking community resources
- Investigating grant funds for special projects
- Arranging parent resources

School Board Meetings: School Board members are elected by the public and are charged to set policy and procedures and define the budgets for the
school district. LACS and IHS both have student School Board representatives who go in order to represent the student voice.

**Café:**  Art’s Café is the school’s food source which uses local fresh food and produce from the Localvore committee/FG when possible. It is run mostly by students, both middle school and high school. They cook and serve breakfast, lunch, and snacks. Fourth cycle, student café workers go to the British Virgin Islands as their LACS Spring Trip. Art’s Café is named after former LACS teacher Art Stark who started the program.
Acronyms

General Terms

LACS - Lehman Alternative Community School
MS - Middle School
HS - High School
FG - Family Group
FGL - Family Group Leader
MSRR - Middle School Resource Room
HSRR - High School Resource Room
GBE – Graduation by Exhibition (high school)
PBE – Promotion by Exhibition (middle school)

School Government

ASM - All School Meeting
HSM - Half School Meeting
TSM - Tri School Meeting
QSM - Quarter School Meeting
EASM - Emergency All School Meeting
DMD - Decision Making Document

Committees and Organizations

ACC - Alternative Community Court
A-TEAM - Anti Bias, Anti Harassment, Anti Bullying
SBC - Site Based Council
GSA - Gay/Straight Alliance
WAM - Welcoming Allies and Mentors
SEJ - Students for Economic Justice

Classes

I&T - Inquiry and Tools
PAL - People and Literature
TSS - This Same Sky (Latin America/ Africa)
FHAO - Facing History and Ourselves
USHG - United States History and Government
BAG - Beginning Algebra and Geometry
IAG - Intermediate Algebra and Geometry
AAT - Advanced Algebra and Trigonometry
Maps of LACS
Map of LACS: Lower Level
LACS Lower Level
LACS Upper Level